

Subject field: Language and literature

1. General Principles

1.1. Language and literature competence

The objective of teaching language and literature subjects in basic school is to develop in students age-appropriate language and literature competence, which means an ability to understand age-appropriate texts of fiction and comprehend the importance of such texts in Estonian and global cultural history, as well as to perceive language and literature as the basis of national and personal identity; a linguistic awareness and ability of oral and written expression in accordance with respective communication situations and goals of language use; realisation that reading provides an opportunity for intellectual enrichment.

It is expected that, through language and literature education, basic school graduates will:

- 1) value language as a medium of national culture and a means of public communication;
- 2) recognise language skills as the basis for learning skills and as an important part of their identity;
- 3) have acquired a basic knowledge of language and command of orthographic skills;
- 4) express themselves clearly and appropriately both orally and in writing by taking into account the language practice established in the culture;
- 5) listen to, read and write texts of different types in a meaningful way and present information in different ways;
- 6) use different communication channels appropriately and are able to find, critically judge and use information provided by the media and online;
- 7) value their national literature and the literature of other nations and the national cultural heritage and traditions and cultural diversity;
- 8) perceive literary works as works of art, understand their artistic value;
- 9) read age-appropriate serious literature, using it to form their ethical beliefs and enrich their mental and emotional world;
- 10) are able to form and express personal opinions and acknowledge and consider the opinions of others; and
- 11) know how to learn and seek information in different sources and use dictionaries and handbooks.

1.2. Subjects and Volume of the Subject Field

The subjects within the subject field are Estonian/Russian language and literature. Language is studied from Forms 1 to 9 and literature from Forms 5 to 9.

The design of required learning outcomes and contents, as presented in subject syllabi, is based on the following estimated division of weekly lessons by study stages and subjects:

1st stage of study

Estonian/Russian language – 19 lessons per week

2nd stage of study

Estonian/Russian language – 11 lessons per week

Literature – 4 lessons per week

3rd stage of study

Estonian/Russian language – 6 lessons per week

Literature – 6 lessons per week

The distribution of weekly hours of subjects within stages of study is specified in the school curriculum considering that the expected learning outcomes and learning and educational objectives would be achieved.

1.3. Description of the Subject Field and Integration within the Subject Field

A language is a medium of national culture and national identity. Oral and written language proficiency is the foundation of and prerequisite for the formation of an individual's intellectual power, spiritual development and socialisation. A good command of Estonian/Russian is a prerequisite for successful learning in all subjects.

In the subjects within the subject field, students acquire linguistic and literary knowledge and versatile experience in reading, writing and communicating. Based on this knowledge and experience, students should develop into knowledgeable, active and responsible readers, writers and communicators. First and foremost, the subjects within the subject field support the development of the students' native language and literature competence as well as their communication skills, but also support the formation of students' identity and self-awareness as well as their cultural and social development.

From Forms 1 to 4, all constituent linguistic skills (speaking, listening, reading, writing) and grammar skills are developed in Estonian/Russian language education. Constituent skills and orthology are developed through reading, reflecting on and writing informative, consumer and literary texts. Starting from Form 5, Estonian/Russian language and literature are separate subjects linked by a text-focused approach and the development of constituent linguistic skills.

Literature lessons contribute to the formation of students' interest in literature and reading ability, as well as moral and emotional development through reflection of literary works, but they also deal with the specifics of literary language and develop students' oral and written self-expression skills.

The basis for integration within the subject field is a broad concept of text, which includes oral and written functional and literary texts, as well as pictorial, graphic and other types of texts.

The interaction of the subjects within the subject field helps the students acquire the listening, speaking, reading and writing strategies necessary for studying other subjects and develop the wish and ability to express their ideas.

Language use and the ability to understand and compose texts are developed through textual studies and grammar lessons. Through studying Estonian/Russian language and literature, students acquire skills and proficiency in linguistic communication, learn to express their thoughts and feelings, analyse what they have heard and read and synthesise the information they have gathered. Reading literary texts and analysing them during lessons broadens students' insight into culture and life, enhances their vocabulary and promotes their literary interests and the development of their reading abilities and personality.

The result of integration of constituent language skills is development of students' reasoning abilities, communication skills and self-perception. Students are capable of ethical communication, considering the circumstances and the partner, of informed learning and action.

1.4. Options of Forming General Competencies

The study of subjects in the field of language and literature contributes to the development of all general competences described in the national curriculum. This is accomplished by reading various texts, contemplating on them through reflection and writing, and using different forms of cooperation (joint discussions, projects, etc.). The attained general competences are reflected in text creation, presentations and deliberations. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher's values and self-assertion skills creating a suitable learning environment and influencing students' values and behaviour.

Cultural and value competence. Literature education helps to form ethical and aesthetic-emotional values and contributes to an understanding of cultural heritage through literary and functional texts. Language education emphasises spiritual and cultural values: language as a carrier of national culture, language proficiency as an important part of individual identity. Language education places value on functional literacy and informed critical attitude towards information sources, incl. the media.

Social and citizenship competence. The use of work in pairs and group work in language and literature lessons contributes to the development of cooperation skills, courage to express one's opinions, ability to recognise the ideas of peers and consider other people, to seek shared positions. Different types of assignments are used to form the skill of ethical oral and written communication, taking into account the circumstances, both in direct contact and online environments.

Self-awareness competence. Reflection on texts contributes to the development of a positive self-image in students. Learning situations provide opportunities to adopt a position with regard to the topics discussed, while creative assignments help to highlight students' unique traits and talents and to shape a worldview.

Learning to learn competence. Language teaching and literary studies develop the following essential learning to learn competences: listening and reading competence; comprehending different text types; differentiating between a fact and an opinion; seeking information from different sources and using it critically; compiling texts of different types; and forming and formulating opinions.

Communication competence. Language and literature lessons contribute to oral and written communication skills, the ability to understand the ideas and oral and written statements of conversation partners, the ability to show consideration for the conversation partner and select a suitable behaviour, and the skill to present and justify one's opinions. Learning activities and study texts lay a foundation for students' skills of discussion, debate and modern written communication.

Mathematics and natural sciences and technology competence. Informative texts are used to develop the skill to read information graphs or other types of visual information, to find numerical data, to read and understand information presented in tables, charts, graphs and diagrams, as well as to analyse and interpret this information and to associate it with verbal information. Calculation skills are developed through conversion of measurement units used in older texts. Students learn to differentiate between scientific, literary and popular information and to use technological tools for creating, correcting and presenting texts.

Entrepreneurial competence. The development of entrepreneurial initiative and responsibility is supported by discussion of age-appropriate problems identified in media and literary texts, as well as in daily life, adopting a position with regard to them and trying to find solutions both in language and literature lessons and in creative assignments. The formation of entrepreneurship competences is promoted through the students' participation in projects which require their own initiative and activeness as well as applying their linguistic and literary knowledge and enhancing it by using different sources.

1.5. Options for Integrating Language and Literature Subjects with Other Subject Fields

1.5.1. Integration with other subject field competences and subject fields

The subjects within the Language and Literature subject field support the achievement of other field competences. In language and literature lessons the students develop their skills in oral and written expression and communication, which are required in all subjects; learn to read and understand different text types, including informative and consumer texts; broaden their vocabulary and worldview by reading literary texts; learn to write different types of texts by using appropriate language tools, acquired terminology and styles; learn to compile and prepare research papers, use reference sources and refer to them; and get used to consulting dictionaries and handbooks.

Reflection skills and the skills of finding, interpreting and using information are developed through education in the field of language and literature, as well as in other subjects, by working with texts of different contents and by engaging in discussions and debates. Integration is supported by application of basic orthography rules in lessons of other subject fields.

Foreign languages. Teaching of Estonian/Russian language contributes to the development of students' written and oral self-expression and reflection skills and the skill to create and understand texts. Linguistic terminology acquired in Estonian/Russian lessons is helpful for learning foreign languages. The learning of foreign words supports the study of foreign languages. Getting to know authors and works of world literature creates an interest in learning foreign languages. Reading and discussing the works of authors, who write in the studied language, boosts interests in the respective country and culture and a desire to read literature in the original language.

Math. Understanding of study texts and text problems is facilitated by reading skills developed in Estonian/Russian language and literature lessons. Learning how to spell numerals supports the acquiring of correct mathematical literacy.

Natural sciences. High-level skills of reading and working with texts are required to understand study and information texts in natural sciences. The orthography of place names and names of natural phenomena/objects is practiced in language and literature lessons. Discussions of nature in study texts and fiction contribute to a better understanding and valuation of nature. The vocabulary and knowledge acquired in natural sciences subjects foster an understanding of nature descriptions in literary works, promote imagination and enhance the emotional effect on the readers.

Social subjects. Reading and analysing literary works supports the formation of a worldview, an understanding of historical events and orientation in social life and human relations. In selecting and studying literary texts, the following important aspects of social life are taken into consideration: values and morality; relationships at home and school; native culture and cultural diversity; civil society; and international relations. The knowledge of history, of development and functioning of society, and of the

status of human beings in society support an understanding of social problems and human relations depicted in literary works. In language lessons, students learn the norms of spelling the names of countries, institutions, organisations, historical figures and events. This knowledge should be advanced in history and social theory lessons by giving actual examples.

Art subjects. The study of art subjects is supported by an approach that treats literature as an art subject. The analysis of literary works, when related to observing illustrations, enhances the students' understanding of the specifics of artistic means of expression. Treatment of advertisements in language studies requires differentiating and analysing visual and audio components. Illustrating an analysis of literary works with the music of a given period helps students understand the emotional effect of music and its artistic means of expression. The common element in literature and music studies is (folk) songs and their lyrics presentation.

Physical education. The selection of media and literary texts provides students with life experience. A health-conscious attitude can be fostered by creation of posters and presentations. Debates can be used to promote a healthy lifestyle, while dramatisations and role plays enable students to imitate various life situations.

Technology. Study and information texts help to form the skill to assess the opportunities and risks associated with application of technology, to use modern technologies in an ethical manner for shaping one's learning, working and communication environment, and to comply with safety and intellectual property protection requirements when using technical equipment.

1.6. Options for Implementing Cross Curricular Topics

Cross curricular topics are considered in the subjects of the field when establishing objectives, planning learning outcomes and contents, based on the study stage and the specific nature of the particular subject.

Lifelong learning and career planning. Role plays, discussion of texts, debates and creative assignments contribute to the development of students' communication and cooperation skills, which are important in future employment. Education develops the ability to form personal opinions, to express oneself in a clear and adequate manner in both oral and written communication, to solve problems. Study activities enable students to acquire the vocabulary required for self-assessment in order to analyse their interests, abilities, skills and knowledge in a particular subject and in other areas, and students are guided to use the results of the self-assessment for drafting plans for further education and employment. Study activities also facilitate direct contacts with the world of employment (e.g., study visits to enterprises, presentation of professions associated with the subject field). Students enhance their skill to prepare necessary documents for continuing their studies and applying for work. The analysis of media texts guides students to an awareness of social processes and to a reflection on their impact on further education and employment.

Environment and sustainable development. Health and safety. Reading of relevant texts, solution of problem assignments and presentation of oral and written arguments supports students' development into socially active, environmentally conscious, responsible individuals who value health and safety.

Civic initiative and entrepreneurship. Discussion of texts of different types guides students to notice social problems and to try and find solutions for them. Participation in projects promotes an active mindset towards life.

Cultural identity. Language and literature as carriers of national culture support the development of students' self-concept, knowledge of their roots and of special forms of Estonian language (e.g., Mulgi, Võru, Seto, Kihnu dialects). Valuation of native language and literature teachers respect for oneself and

one's ethnic nationality, while reading of texts of other nations helps to form an understanding of the difference of cultures as well as recognition of humanity's shared cultural heritage.

Information environment. Obtaining information from different sources (incl. the Internet) and critical assessment and use of the information are prerequisites for expanding the knowledge of language and study subject and for creating texts.

Technology and innovation. The opportunities of the information society are consciously used for solving study problems; students are guided to look for alternative solutions and to implement their ideas.

Values and morality. The reading and discussion of fiction and cultural information texts and the creation of new texts based on them is guided by the need to develop students as moral individuals who are familiar with and respect generally accepted human and social values. The analysis of texts contributes to the development of courage to speak up against objectionable acts and attitudes.

1.7. Planning and Organizing Study Activities

In planning and organising studies:

- 1) the basic values, general competences, subject objectives, required learning outcomes and contents are taken into consideration and integration with other subjects and main topics is supported;
- 2) it is applied that the students' study load (including the volume of homework) is reasonable and distributed evenly throughout the school year and leaves sufficient time for rest and recreational activities;
- 3) it is ensured that students have the opportunity to study alone and with others (individual work, group work and pair work) in order to support them in becoming active and independent learners;
- 4) students' individual characteristics are taken into account and differentiated tasks are used so their content and level of difficulty allow the students to study at an appropriate level of effort; I
- 5) learning environments, study materials and tools based on modern information and communication technology are used;
- 6) versatile teaching techniques including active learning are used (role play, creative writing, debates, discussions, compiling portfolios and research papers and project-based learning etc);
- 7) the learning environment is expanded (computer/multimedia classes, museums, exhibitions and libraries, enterprises, nature);
- 8) other study forms are used to diversify and support the learning activity (including classes in the library, excursions to places connected with authors and to organisations related to language and literature, meetings with authors, creative competitions, literature contests and project-based learning) emphasising attainment of social competence; and
- 9) students' knowledge, skills and attitudes are developed.

The subject teacher selects the contents of education in consideration of achievability of the learning outcomes, subject field competences and general competences for that study stage.

1.8. Basis for Assessment

Learning outcomes are set by stages of study at two levels: general learning outcomes and the learning outcomes of the groups of studies. Students' knowledge and skills are assessed based on their oral answers (presentations) and written work by considering the accordance of their knowledge and skills to

the learning outcomes expected, taking into account students' individual traits and thought development. Assessment is based on corresponding provisions of the general part of the basic school curriculum. Feedback is provided on attitudes (e.g., showing interest, understanding importance, valuing, consideration of needs, following the agreed rules).

Assessment criteria and any assessment procedures that deviate from the standard five-grade system are specified in the school curriculum.

Summarising assessment of the outcomes of Estonian/Russian language education can be organised in the form of a complex assignment.

Student assessment at the 1st stage of study comprises:

- 1) oral language use i.e. speaking and listening;
- 2) reading i.e. reading technique, text understanding and recreational reading; and
- 3) writing i.e. handwriting, orthography and written text creation.

Student assessment at the 2nd and 3rd stages of study comprises:

- 1) oral and written communication;
- 2) text reception;
- 3) text creation; and
- 4) text orthology.

Literature study outcomes are assessed separately from Estonian/Russian language studies starting from Form 5.

Student assessment at the 2nd stage of study comprises:

- 1) reading and presentation of literary works;
- 2) narration;
- 3) interpretation and analysis of texts, understanding literary symbols;
- 4) presentation of text and original creation.

Student assessment at the 3rd stage of study comprises:

- 1) independent reading and different modes of narration;
- 2) interpretation, analysis and comprehension of text;
- 3) presentation of text and original creations.

In written literature assignments, the teacher also corrects orthographic mistakes, but assessment is based mainly on the content of submission. In case of original creations, an extra grade can be used to recognise the aesthetic aspect.

1.9. Physical Learning Environment

The school organises the studies:

- 1) in the classroom, where it is possible to arrange the furniture as appropriate to moving activities (performances and study games) and group works;
- 2) in the school library and outside the school building according to the provisions of the school curriculum.

The school provides:

- 1) to use orthology dictionaries and foreign words lexicons in the classroom;
- 2) to use learning environments as well as study materials and tools based on modern information and communication technology, including online dictionaries during the lessons.

2. Syllabuses

2.1. Estonian language

2.1.1. Learning and educational objectives

The aim of teaching Estonian language is to ensure that students:

- 1) acquire basic knowledge of Estonian language as a Finno-Ugric language and Estonian orthography skills, are capable of using Estonian literary standard language in personal and public spheres and further education;
- 2) understand the importance of language as a means of self-expression and communication, develop their language skills in accordance with the language use practices established in the culture;
- 3) learn to use different communication channels appropriately and develop their ability to find, critically judge and purposefully use information provided by the media and online;
- 4) read and listen to different types of texts and compile them orally and in writing;
- 5) get to know different types of texts, their links and usage options and connections with personal life and employment;
- 6) develop critical thinking, skill to justify opinions and draw independent conclusions based on oral and written texts;
- 7) consult dictionaries, reference books and online sources to improve their literary standard proficiency;
- 8) perceive language skills as the foundation of learning skills and as an important part of identity and develop into knowledgeable language users;
- 9) value Estonian as a medium of national culture and a means of public communication and respect the languages and cultures of other nations; and
- 10) have a tolerant attitude towards the use of Estonian as a foreign language and support Estonian language studies of their peers who have a different native language.

2.1.2. Description of the subject

Estonian language proficiency is both the foundation of attainment of the objectives of the curriculum as well as an objective of the curriculum. In basic school, students acquire knowledge and skills that enable them to work with age-appropriate oral and written texts.

Basic school lays the foundation for students' social literacy, i.e., skill to use language in a knowledgeable and critical manner for personal, public, educational and employment purposes. Students develop knowledge and skills that cover language, its variants and different text types and enable them to be successful in oral and written communication, to receive and create texts.

In Forms 1 to 4, Estonian language is a subject, which is integrated with literature, addressing the objectives of both language and literary studies. Starting from Form 5, language and literature are separate, but strongly integrated subjects, designed to develop, through different text types, purposeful reading and writing skills.

In basic school, students need to acquire informed knowledge of written language and current Estonian literary standard. The learning objectives of Estonian language are attained through several study fields.

At the first stage of study, students' knowledge and skills are developed in three study fields: oral language use (listening and speaking), reading and writing. Oral language use includes both self-expression in

everyday situations as well as understanding and communicating oral texts appropriate to a certain age. Teaching reading seeks to develop the skills of working with texts, following instructions appropriate to a certain age. Teaching writing seeks to develop students' orthographic skills within the studied linguistic forms and their ability to purposefully express themselves in writing.

At the second and third stage of study, students' knowledge and skills are developed in four study fields: oral and written communication, text reception, text creation and orthology and language planning.

Teaching oral and written communication seeks to develop students' skills in interacting bilaterally or multilaterally face-to-face, by post or e-mail and in an online setting, to summarise and mediate texts.

The study on how to receive texts helps to build the skill of choosing and finding texts, focused reading and listening; it provides information on listening and reading strategies and enhances the ability to comprehend texts and to respond to them.

Teaching text creation seeks to develop versatile and purposeful self-expression skills so that individuals perceive a situation and the addressee and are able to express and communicate their ideas with sufficient precision and in the form specific to the text type.

Teaching orthology and language planning seeks to develop linguistic awareness and knowledge. Students develop the skill of knowledgeable use of the current Estonian literary standard, acquire an understanding of language development and change, receive knowledge of the multitude of styles and diversity of literature available in the literary standard and dialects.

2.1.3. Estonian Language Learning and Educational Objectives in the 1st Stage of Study

Students graduating the 3rd grade of study:

- 1) understand oral and written questions, can answer them and uses short answers and full sentences appropriately in speech and in writing;
- 2) use correct forms of letters and links while writing and have legible handwriting;
- 3) are able to make focused observations, describe what they have seen and can notice differences and similarities;
- 4) describe objects, beings and situations purposefully;
- 5) speak about themselves and what has happened around them;
- 6) listen to texts appropriate to their age in a meaningful way;
- 7) read studied texts clearly, fluently, correctly and with understanding and can read a simple plan, table, diagram and map;
- 8) read fiction and popular literature appropriate to their age;
- 9) write correctly within studied linguistic forms;
- 10) retell and write with the help of questions, pictures, picture series, keywords or outlines; and
- 11) work with texts according to their teacher's instructions.

2.1.4. Estonian Language Learning and Educational Outcomes in the 1st Stage of Study

Oral language use

Learning Outcomes

The students:

- 1) answer questions using full sentences or short answers as appropriate;
- 2) communicate the content of study texts, reading units, picture books, films and theatre performances with the help of questions in an understandable way;
- 3) express their opinions as to what they have heard, seen or read, notice similarities and differences, describe their;
- 4) find words with similar and opposite meanings in order to express themselves;
- 5) are able to ask questions, make requests, provide explanations, refuse, apologise and express thankfulness in communication situations;
- 6) think up their own beginnings and endings to stories; and
- 7) recite poems or short text by heart.

Learning Content

Differentiating between sounds, voices and phonemes (their location and sequence in words). Differentiating between sound lengths. Vowels and consonants. Articulation and intonation exercises. Pacing, use of voice strength and intonation in loud reading, dramatisations and other presentations.

Listening to the teacher and fellow students and acting in accordance with oral instructions. Listening to texts read by the teacher and fellow students. Commenting on what was seen and heard. Differentiating between fact and fantasy. Finding important terms in the subject texts read by the teacher and drawing up a simple scheme. Assessing fellow students' reading in terms of individual aspects (correctness, pauses and use of intonation to support ideas).

Retelling a story (fairytale, short story of the life of a child, etc.). Observing dialogues and assessing characters and their utterances.

Pronunciation and intonation exercises. Practising pronunciation and adjusting the volume of the voice according to a specific situation. Paying attention to clear pronunciation during text presentation.

Choosing appropriate forms of address in communication (making requests, asking questions, saying no, apologising and thanking). Oral explanation, addressing forms and courtesy expressions.

Development of vocabulary: explaining and specifying the meaning of words, broadening active vocabulary and finding words with similar and opposite meaning. Talking on different subjects in order to broaden vocabulary and discussions in pairs and small groups.

Expressing ideas in full sentences. Asking questions and answering them. Retelling on the basis of what was heard, seen, experienced or read and according to pictures, picture series and given themes. Chain story telling. Describing events, persons, animals, objects, etc. with the help of support words, schemes and tables.

Self-expression through performance and role play. Reciting familiar poems and dialogues in an expressive (meaningful) way.

Commenting approvingly on own and other students' work following the teacher's instructions. Discussions in pairs and groups: expressing personal attitudes, agreeing and disagreeing, finding common standpoints and asking for fellow students' opinions.

Reading

Learning Outcomes

The students:

- 1) read fluently, both aloud and silently, understand texts;
- 2) read the studied texts correctly, clearly and with proper intonation;
- 3) work with texts based on instructions appropriate to their age;
- 4) answer oral and short written questions about texts they have read;
- 5) differentiate between statements, questions, requests, orders and prohibitions in written texts;
- 6) recognise a story, poem, play, fairytale, riddle, proverb and letter;
- 7) can read simple plans, tables, diagrams and maps;
- 8) have read at least 10 books by Estonian and foreign writers and can talk about the books they have read; and
- 9) can name some children's authors.

Learning Content

General study of a book/text: text layout, table of contents, presentation of study tasks.

Learning printed letters. Forming words from letters and sentences from words. Forming words from syllables. Developing reading techniques by following the teacher's instructions (correct pronunciation, fluency, pauses, intonation and pace and correcting own reading mistakes when pointed out). Learning to read technically complicated words and phrases. Assessing own and fellow students' reading techniques according to the teacher's instructions. Reading own and teacher's handwritten text from the blackboard and copybook.

Reading narrative, descriptive and informative texts (mark book, invitation, congratulations, TV guide, work instructions and table of contents in a book). Reading single signs (signs in study literature, traffic signs, etc.), schemes, maps and tables in study literature, children's books and periodicals.

Understanding the meaning of words, sentences and text content. Recognising questions, requests, orders and prohibitions in texts. Predicting the content of texts by their title, pictures and single words.

Dividing text into parts and producing titles for different parts. Drawing up an outline, scheme and map based on the text read. Answering theme-specific questions based on the text read.

Thinking up a beginning and an ending to a story. Characterising the characters in the story.

Work with text: finding linguistic forms, synonyms and words with direct and figurative meaning in a text. Using the vocabulary in a textbook.

Meaningful presentation of narrative poems and prose texts. Finding rhyming words.

Reading dialogues, choosing the right intonation and pace in accordance with an introductory sentence and taking partners into account.

Retelling a story and giving an emotional assessment to it. Finding necessary books independently and with the help of the teacher.

Differentiating between text types: fairytales, riddles, proverbs, poems, stories, plays and letters.

Consumer and informative texts: messages, work instructions, rules, TV guides, vocabulary, table of contents, textbook texts, reference source texts, newspapers, magazines and other media texts.

Text composition: title and parts of text (paragraphs, beginning, content and end).

Fiction: children's folk songs, counting rhymes, fairytales, folk legends, poems, dialogues, plays, puns, picture stories, riddles and proverbs.

The texts representing different types and genres of study literature and recreational reading are selected from the literary output of Estonian and foreign authors based on the need to broaden students' language use and introduce them to cultural traditions, and taking into consideration the following aspects:

Values and morality: integrity, difference from other people, my hobbies and interests, my health, wealth and poverty, behaviour and its consequences, etc.

At home and school: family, safe home, caring for each other and helping others, friends and how to keep them, tolerance.

Native culture and cultural diversity: local life and legends, cultural diversity in fairytales.

Playfulness: games, word play and the world of magic.

Environment and sustainable development in society: nature around me, animal stories.

Civil society and international relations: my home country, customs and celebrations.

Information environment, technology and innovation: computers and TV as a means of broadening horizons.

Writing

Learning Outcomes

The students:

- 1) use the correct forms of letters and links when writing and have legible handwriting;
- 2) can copy text correctly from the blackboard or a textbook, place the text correctly on paper and fill in their copybooks/mark books as appropriate;
- 3) differentiate between sounds and letters, vowels and consonants, sound clusters, syllables, words and sentences;
- 4) differentiate between short, long and extra-long vowels and voiced stops;
- 5) mark consonant clusters correctly in learned words, and mark the learned endings and attributes of declinable words and verbs correctly in writing;
- 6) write pronouns correctly;
- 7) write the correct stop at the beginning of acquired native and foreign words;
- 8) write a capital letter at the beginning of a sentence, personal and animal names and studied place names;
- 9) define a sentence and end it with an appropriate end mark;
- 10) write dictated texts familiar to them in terms of content and check their writing by consulting an example (30-40 words);

- 11) compile invitations, congratulations, messages and e-mails and write paraphrases and other pieces of creative writing with the help of questions, support words, drawings, pictures, picture series, keyword schemes or outlines of length appropriate to their age; and
- 12) know the alphabet by heart, including foreign letters, and can use simpler dictionaries and compile simple lists in alphabetical order.

Learning Content

Preliminary writing exercises. Writing block letters. Learning lower-case and capital letters, correct letter forms and links and even writing line. Writing on the blackboard and in the copybook and mark book. Work appearance, neatness, eligible handwriting and writing a date. Copying text from the blackboard and textbook. Checking written text with the help of a textbook and vocabulary. Correcting spelling mistakes. Writing dictated words and sentences. Writing consumer texts based on an example: invitation and congratulations.

Typesetting and writing words and sentences. Making and expanding sentences and linking sentences to compile a text. Writing paraphrases. Writing stories to accompany a picture (caption, characters' speech, etc.). Creative writing (unstructured stories, stories written based on a picture, picture series, questions, schemes, maps or outlines and fantasy stories). Composition of a story: beginning, content and end; writing a beginning and an ending to a story. Writing about an event or animal. Discussing written text with fellow students.

Sound, syllable, word, sentence, text. Vowels and consonants. Letters and alphabet, alphabetical order.

Marking sound length and clusters in writing. Orthography of *i* and *j* (except for foreign words and agent nouns); *h* at the beginning of words and stops at the beginning of native and foreign words; *k*, *p*, *t* before *s* or *h* Capital letter at the beginning of a sentence, personal and animal names and familiar place names. Lower-case letter at the beginning of the names of subjects, months, weekdays and points of the compass. Basics of syllabication and hyphenation. Compounds.

Nouns, adjectives and verbs. Singular and plural. Formation of word forms according to questions. Orthography of the endings in the nominative plural, illative with the *-sse* ending, the comitative and the abessive cases. Present and past. Orthography of conjugation endings and the *-da* form. Pronouns and interrogatives with exceptional orthography (*ma*, *sa*, *ta*, *me*, *te*, *nad*, *kes*, *kas* and *kus*).

Declarative, interrogative and exclamatory sentences. End marks in a sentence. Commas in a list. Commas in the case of *et*, *sest*, *aga*, *kuid*, *siis* and *kui*. Conjunctions which do not require a comma.

Vocabulary. Words with similar and opposite meanings. Acquiring and specifying the meaning and orthography of words and their forms.

2.1.5. Estonian Language Learning and Educational Objectives in the 2nd Stage of Study

Students graduating the 6th grade of study:

- 1) are familiar with studied text types and know how they can be used;
- 2) can summarise what they have read or heard both orally and in writing;
- 3) can prepare and accurately format texts required for studies and life situations;
- 4) are familiar with the main stages of preparation and can give oral presentations;

- 5) communicate purposefully and choose communication channels appropriate to the context, are capable of focused listening;
- 6) know the basics of Estonian orthography and its general rules; and
- 7) are able to use ÕS (*Dictionary of Orthology*) and interactive orthography sources.

2.1.6. Estonian Language Learning and Educational Outcomes in the 2nd Stage of Study

Oral and written communication

Learning Outcomes

The students:

- 1) can choose, under supervision, an appropriate communication channel for a situation;
- 2) ask questions about what they have heard or read and judge it;
- 3) can solve simple problem assignments in pairs and groups;
- 4) can justify their positions and reconsider them if necessary; and
- 5) can make oral and written summaries of what they have heard or read.

Learning Content

Language use in different communication situations: school, public place, interacting with adults and contemporaries, oral speech and written text.

Purposeful listening to fellow students and teachers. Acting based on what was heard and assessing what was heard. Expressing oral opinions, discussing a given theme, responding to objections and surrendering a standpoint. Answering questions, presenting and introducing. Arguing.

Expressing opinions, justifying them during group or pair work and stating them. Correcting fellow students and adding remarks. Assessing fellow students' work and acknowledging them. Class conversation and discussion.

Phone conversations: starting and ending. Communication in the virtual environment: objectives, possibilities and threats (differentiating between private and public areas). E-mail.

Text reception

Learning Outcomes

The students:

- 1) are familiar with the text types studied and know how to use them;
- 2) read and understand study and household texts and texts in their spheres of interests;
- 3) compare texts, ask questions, express their opinions and summarise texts; and
- 4) use linguistic and textual terms they have learned when working with texts.

Learning Content

Printed matter (books, newspapers and periodicals) and orienting and finding the necessary information in them.

Making simple conclusions based on visually presented information (photos, graphs and charts) and finding connections.

Purposeful reading, listening, observation, summarization, taking notes on materials presented. Specifics, forms and types of radio and TV programmes.

Print media: press photos, cartoons and captions.

Advertisements: messages, the effect of images and words in ads, addressees and ads for children.

Language in consumer texts: catalogues, instructions for use and product labels. Marking down data from schemes, classified ads, timetables and price lists and pointing out relations. Meaningful reading of applied and study texts (rules, instructions, tables, schemes and maps).

Literary texts (in Form 4): artificial fairytales, real life stories about contemporaries, animal fiction and popular literature, adventure stories, folklore, stories in verse, proverbs and sayings.

Plots in literary text, time and location of events and characters. Analysis of the motives of character conduct. Meaningful reading of poems (mood and mode).

The texts representing different types and genres of study literature and recreational reading are selected from the output of Estonian and foreign authors taking into consideration the following aspects:

Values and morality: self-assessment, integrity toward oneself and others, personal needs and interests and those of others, understanding good and bad, fairness and unfairness, praiseworthy and condemnable, difference from others, my hobbies and interests, my health and future, problems related to wealth and poverty, commitments and responsibility, being alone and fears.

At home and school: family, home safety, domestic violence, love for one's home and family, relations with parents, foster parents and grandparents, relations with brothers, sisters and other next of kin, relations between boys and girls, tolerance towards people who are different, people who need help and people who can help, nerdiness and social exclusion, boundary between oneself and others. Boundary between what is allowed and not allowed.

Native culture and cultural diversity: specifics and importance of national culture for people, hiking in own area and travelling in far-away countries, diversity of cultures, beliefs and customs of different nations, how to behave in other cultural settings, hospitality, respecting other cultures and people, intellectuals as people who promote and preserve Estonian national culture.

Playfulness: games, wordplay and the magic world of theatre, resourceful problem solving, experiencing beauty, creative cooperation, pretending and for real, justified and unjustified risks.

Environment and sustainable development in society: my role in preserving nature, respect for animate and inanimate nature, helping those in need, pets and being responsible for them, uniqueness of seasons.

Civil society and international relations: my roots, links between the past, the present and the future, traditions and events that ensure continuity, connection with language, local language, relations with other nations.

Information environment, technology and innovation: joy in learning new things and learning experience, up-to-date information search and transmission options, the Internet as a means of broadening horizons and as a source of information, the Internet as a source of danger, code of conduct in communication portals, film and photo as a means of recording the moment and history.

Text creation

Learning Outcomes

The students:

- 1) find written or oral information necessary for text creation with the help of instructions;
- 2) compiling and delivering a short speech and presentation;

- 3) know the basic stages of writing and preparing a presentation;
- 4) retell, describe and discuss orally and in writing;
- 5) make oral presentations, addressing the audience and delivering a short presentation;
- 6) politely and appropriately express their opinions and standpoints on an event, phenomenon or text both orally and in writing; and
- 7) use linguistic and textual terms they have acquired when creating and linking texts.

Learning Content

Assessing what was read, seen or heard both orally and in writing.

Process writing: oral preliminary work; compiling an outline and idea map; writing, revising, editing and publishing a text and getting feedback.

Composition of an essay. Introduction, elaboration of the theme and ending. Rough copy. Finding and correcting own mistakes.

Finding additional information. Source text and simple techniques for elaborating it.

Visual and textual information sources and their reliability. Comparing information from different sources, distinguishing important and unimportant information and writing it down. Fact and opinion. Text creation based on pictures or visual study materials.

Letter and text on envelope.

Describing: choice of words and presenting important and typical characteristics. Composition of a description: general impression, details and assessment. Describing objects, beings and persons. Author's attitude to the object described and its expression.

Retelling. Telling and writing about own experiences and events. Composition of a story. Time-cause sequence in text. Coherent sequence of sentences. Direct speech in stories. Telling a story in the first person.

Discussing. Differentiating between causes and consequences.

Writing book reports, reading recommendations and writing poems.

Orthology and language planning

Learning Outcomes

The students:

- 1) know the phonemic system of Estonian, typical parts of speech and use of simple forms and follow the basics of Estonian orthography and the general rules learned;
- 2) make and punctuate simple sentences, including phrasal coordinations and simpler complex sentences;
- 3) can use online and printed dictionaries for checking the meaning and orthography of words; and
- 4) apply the linguistic knowledge they have acquired in text creation, analysis and assessment.

Learning Content

Estonian among other languages. Other languages spoken in Estonia. Kindred languages and nations. Standard language, colloquial language and dialects.

Phonetics and orthography. Vowels and consonants. Occlusive and non-occlusive sounds. Voiced and voiceless sounds. Foreign letters and sounds. Vowel and consonant clusters. Orthography of consonant clusters and *g*, *b* and *d* next to *s*. Orthography of *h*. Orthography of *i* and *j* (agent nouns and compounds).

Orthography of the *-gi* and *-ki* suffixes. Meaning, pronunciation and orthography of common foreign words. Syllabication and hyphenation (including compounds). Stops at the beginning and end of foreign words and stops in the middle of foreign words. Orthography of *f* and *š*. Checking orthography in dictionaries (both printed and online versions).

Lexicology. Standard and colloquial vocabulary, neologisms, dialect words and slang. Synonyms, antonyms, homonyms, how to use them. Using words with multiple, similar and opposite meanings. Accuracy of choice of words in different texts. Substituting common foreign words with native words and vice versa.

Compound formation: attributive and basic and shades of meaning in compounds. Differences between compounds and suffixed words. Finding the meaning of words in dictionaries (both printed and online versions).

Morphology and orthography. Parts of speech: verbs, declinable words and uninflected words. Verb. Verb tenses: present and past simple, present and past perfect. Using affirmation and negation. Singular and plural verb conjugation. Using the present and past forms of a verb in text.

Declinable words. Types of declinable words: noun, adjective, numeral and pronoun. Declination. Cases, their questions and meaning. Choosing the correct case depending on the context of a sentence. Singular and plural. Compound and separate writing of nouns. Declination of adjectives with nouns. Declination and orthography of adjectives with the *-lik* and *-ne* suffixes. Degrees of adjectives comparison. Using degrees of comparison. Derivational suffixes of adjectives. Compound and separate writing of adjectives (adjectives with the *-lik* and *-ne* suffixes).

Orthography of numerals. Orthography of Roman numerals. Compound and separate writing of cardinal and ordinal numerals. Options for writing dates. Declination of numerals. Reading and writing cardinal and ordinal numerals in words and with numbers. Using numerals in text. Using dictionaries to check the basic forms of declinable words.

Syntax and orthography. Sentence. Subject and predicate. Simple techniques of expanding sentences. Punctuation of the repetitive parts of a sentence in phrasal coordination. Using phrasal coordination in texts. Simple sentence. Punctuation marks in simple sentences. End marks and their use in interrogative, declarative and exclamatory sentences. Compound sentence. Linking simple sentences to form compound sentences. Compound sentences with and without conjunctions. Punctuation in compound sentences with two consecutive clauses.

Direct speech and introductory clauses. Introductory clauses before, in the middle of and after direct speech. Punctuation marks in direct speech. Options for using direct speech. Direct address and its punctuation marks.

Other topics concerning orthography. Orthography of the initial letter: proper name, name and title. Personal and place names; historical events; titles and common names; periodicals; titles of works. Common abbreviations. Orthography of abbreviations. Reading abbreviations.

2.1.7. Estonian Language Learning and Educational Objectives in the 3rd Stage of Study

Students graduating the 9th grade of study:

- 1) are able to use the literary standard in daily communication, public presentations and further education;

- 2) communicate purposefully, choose connection channels appropriate to the context and express themselves clearly and appropriately both orally and in writing;
- 3) follow the basics of Estonian orthography and general rules in writing;
- 4) listen to, read and understand different types of texts, draw conclusions based on what they heard or read and assess it and mediate orally and in writing what they read and heard;
- 5) know types of text and their uses and can purposefully prepare for compiling and presenting different types of texts;
- 6) compile different types of texts and draw them up correctly;
- 7) express their opinions in a well-grounded manner and linguistically correct form;
- 8) understand the significance of the Estonian language in national culture and the need for good language proficiency;
- 9) judge information in the media and online critically and use it purposefully; and
- 10) use dictionaries and handbooks and find orthological assistance from web sources.

2.1.8. Estonian Language Learning and Educational Outcomes in the 3rd Stage of Study

Oral and written communication

Learning Outcomes

The students:

- 1) can express their standpoints and formulate their differences of opinion if necessary;
- 2) ask questions about, draw conclusions and make judgements based on what they have heard or read;
- 3) can summarise what they have heard or read and mediate it in oral and written forms;
- 4) can initiate, elaborate, avert and interrupt communication and themes;
- 5) can reflect on age-appropriate topics, solve problem assignments and participate in discussions; and
- 6) use adequate conventions and options of oral and written communication.

Learning Content

Communication situation, its components and communication partners. Participating in different communication situations. Taking into consideration the communication situation and partners. Oral communication practice in Estonian: addressing, greeting and phone conversation.

Communicating in a group, waiting for one's turn and making statements. Expressing one's opinion and explaining it during group work.

Discussion. Finding compromises and adding comments to/correcting what a partner has said/done. Giving a justified assessment of fellow students' work. Recording the results of oral discussion in writing.

Debates and debating rules. Summarising what was heard and read and asking relevant questions.

E-mail correspondence, writing e-mails and choosing language tools. Goals, possibilities and threats of online communication. Web-based communication channels: chat rooms, blogs and comments. Online commenting. Linguistic politeness and dignity. The effect of anonymity on language use.

Commenting on topical media texts in a panel discussion. Mediating the material that has been read orally and in writing.

Text reception

Learning Outcomes

The students:

- 1) can orient in the world of texts and know the main types of texts, their basic characteristics and use options;
- 2) purposefully and critically read and listen to texts both within their areas of interest as well as study and household texts and understand them;
- 3) know that a text's mode of expression depends on its area of use, type and author;
- 4) can draw conclusions about the linguistic tools used and notice figurativeness as means of influence;
- 5) make connections between a text and a table, picture or sound supporting it;
- 6) respond to texts purposefully both orally and in writing and in an appropriate form, compare texts, point out what they did not understand in a text, ask questions, mediate and summarise, make comments, make objections, create interpretations, express opinions and relate texts to their experience and ideas; and
- 7) use the linguistic and textual terms acquired when interpreting and relating texts and responding to them.

Learning Content

Main text types (consumer, informative and media genres), their aims and language use. Reading and comparing different text types.

Purpose, characteristics and composition of consumer texts (instructions, CVs, applications and statements). Finding and systematising relevant information in consumer texts and drawing conclusions based on it.

Purpose, characteristics and composition of informative texts (textbooks and popular science texts). The aim and structure of research papers. Linking verbal text with graphic information (photos, figures, schemes, etc.). Reading and interpreting image texts and infographics.

Listening to a speech and taking notes. Taking notes. Asking questions based on a speech. Finding relevant information and issues in a speech and summarising it.

Finding information online and judging information and information sources critically. Recording and systematising information.

Main types of media texts: news story, opinion, interview, report, ad. Composition and headlines of news stories. Composition and headings of opinions. Main linguistic influencing techniques. Critical reading. Differentiating between a fact and an opinion.

The nature of media and its present-day objectives. Main media channels. TV and radio: public and private channels, principles of designing TV and radio programmes. Central principles of media ethics. The principle of freedom of speech and its boundaries.

Commercial text, its goals and characteristics. Public and hidden influence.

Text creation

Learning Outcomes

The students:

- 1) find the information necessary for text creation in a library and online, select their reference sources critically and refer to them in an appropriate form;

- 2) are familiar with the process of preparation for writing and presentation;
- 3) can make oral presentations (greet and address the audience and deliver a short speech and presentation);
- 4) can purposefully write and orally present different types of texts (summaries, essays, comments and opinions, CVs, applications and statements) and prepare texts correctly;
- 5) link their writing and presentations to the goal of the event or act and mediate the texts they have heard and read with appropriate accuracy and length and by referring to the source;
- 6) politely, relevantly and appropriately express their opinions and standpoints on an event, phenomenon or text both orally and in writing and present their arguments; and
- 7) can use the linguistic and textual terms acquired both in creating and linking texts.

Learning Content

Communicating and reproducing information and linking it within a specific theme or personal experience. Writing on given reference texts (media and informative texts): reviewing and discussing. Options for referring to information sources and reference texts.

Preparing for a speech and compiling and delivering a speech. Illustrating a speech. Compiling and delivering reports.

Writing news: collecting materials and information sources and taking responsibility for the published material. News headlining.

Writing interviews: preparations, asking questions, writing, editing and drawing up.

Writing opinions: building up a personal opinion on the problem under discussion and explaining it.

Preparing to write an essay: gathering ideas, outlining and writing a rough copy. The theme and lead idea of the essay and its composition. Text differentiation.

Writing narrative, descriptive and discursive essays. Finding and formulating discussion themes based on personal experience or reference texts. Text headings. Text paragraphs and their composition: statement, argumentation and conclusion. Principles and options for arranging paragraphs. Text coherence. Linking narrative, descriptive and discursive text parts into a whole.

Writing and drawing up letters and choice of language tools. Compiling and drawing up consumer texts: CVs, statements and applications.

Choosing appropriate linguistic forms in oral and written communication based on communication objectives. Specific features of written and oral language use. Linguistic editing of texts: correcting mistakes in formulation and syntax. Applying linguistic knowledge in working with texts. Using figures of speech in text creation: context and suitable or unsuitable figures.

Principles of drawing up written work and word processing on a computer.

Orthology and language planning

Learning Outcomes

The students:

- 1) value Estonian as a European and world language and perceive the uniqueness of Estonian language, are capable of knowledgeable identification of relations between languages, and perceive the differences between languages;
- 2) follow the basic and main rules of the Estonian literary standard, can use online sources, dictionaries and reference books to find orthography instructions, use the spell check function on a computer;

- 3) can use Estonian literary standard in their daily communication, public presentations and further education;
- 4) know the phonemic system, word types and forms and main features of sentence construction in Estonian, are familiar with the stylistic values of linguistic forms, can use and understand linguistic forms in texts;
- 5) know the special linguistic features of studied text types, use conventional composition and formatting when compiling texts;
- 6) are familiar with the specific features of oral and written language and can differentiate between the literary standard and colloquial language;
- 7) are familiar with the history of development of Estonian literary standard and with Estonian dialects.

Learning Content

Literary standard and colloquial language. Specific forms of Estonian language (depending on the location of school and/or origin of students).

Terminology. Formation of the Estonian literary standard. Language modernisation. Development of the literary standard and language: opportunities and threats.

Linguistic kinship: Finno-Ugric and Indo-European languages. Specifics of Estonian and comparison with other languages.

Main dictionaries and handbooks on the Estonian language and online linguistic sources. Consulting dictionaries to check the meaning and stylistic colour of words.

Phonetics and orthography

Classification of sounds. Applying the basic rule of consonant clusters in suffixed words and exceptions in the orthography of consonant clusters. Words in which common spelling mistakes occur. Syllabication and long and short syllables. Hyphenation, including foreign words and proper names. Correct pronunciation: stress and degree of quantity. Connections between degrees of quantity and orthography. Native and foreign words. Orthography of error-prone foreign words. Checking the orthography and correct pronunciation in the *ÕS (Dictionary of Orthology)* (both printed and online versions).

Lexicology

Word and meaning. Broadening wording and shades of meaning in synonyms. Error-prone homonyms and paronyms. Stylistic colour of linguistic forms and factors influencing it. Idiomatic expressions and their stylistic colour.

Opportunities for broadening vocabulary: word derivation and compounding and artificial words. Most common derivational suffixes.

Morphology and orthography

Parts of speech: verbs, declinable words (nouns, adjectives, numerals and pronouns) and uninflected words (adverbs, adpositions, conjunctions and interjections). Functions of parts of speech in sentences.

Finite forms of verbs: person, number, tense, mood and voice. Using finite forms of verbs in sentences. Non-finite forms of verbs. Gradation of verbs: error-prone verbs and word forms. Finding the correct form of person in the *ÕS (Dictionary of Orthography)*. Forming correct verb forms according to the type word. Compound verbs, phrasal verbs and idiomatic expressions. Compound and separate writing of verbs.

Declinable words. Links between cases. Error-prone case forms. Gradations of declinable words: error-prone declinable words and word forms. Finding the correct case form in the ŐS (*Dictionary of Orthology*). Forming correct forms according to the type word. Degrees of adjectives comparison: error-prone words. Compound and separate writing of declinable words.

Writing numbers: cardinal and ordinal numbers, date, year and time.

Uninflected words. Distinguishing between adverbs and adpositions. Compound and separate writing of uninflected words.

Syntax and orthography

Sentence. Communicative purposes of sentences.

Parts of a sentence: predicate, subject, object, adverbial and predicative. Attribute. Punctuation of the repetitive parts of sentences, attributes of similar and different types and phrasal coordination. Punctuation and use of additives and direct addresses in sentences.

Simple and compound sentences. Orthography of simple sentences. Composite sentence. Possibilities for connecting clauses in composite sentences and punctuation in composite sentences. Complex sentence. Main clause and subordinate clause. Orthography of complex sentences. Mixed compound sentence. Non-finite construction. Orthography of non-finite constructions. Replacing non-finite constructions with subordinate clauses. Word order in simple and compound sentences. Direct speech, reported speech and quotations. Transforming sentences with direct speech to reported speech.

Other topics in orthography

Orthography of the initial letter: proper name, name and title. Persons and beings. Places and buildings, companies, institutions and organisations, countries and states. Periodicals, works, documents and series. Historical events, social events and goods.

Marking quotation words in writing. Orthography and morphological formation of foreign proper names. Principles and orthography of abbreviations and declination of abbreviations. Using the spell check on a computer.

2.2. Literature

2.2.1. Learning and educational objectives

The aim of teaching Literature is to ensure that students:

- 1) read fiction appropriate to their age and develop their reading skills and permanent reading habits;
- 2) value literature as an essential part of their national culture and get to know the literature and culture of different people;
- 3) understand the figurative language of literature, broaden their vocabulary and develop their skills in oral and written self-expression;
- 4) develop their creative abilities and a respectful attitude towards creative work;
- 5) shape their aesthetic and ethical attitudes with the help of literature;
- 6) broaden their horizons and develop their thinking and emotional world and are prepared to take responsibility for the choices and decisions that affect their lives;

- 7) express opinions and formulate their thoughts;
- 8) critically judge and use different information sources purposefully; and
- 9) create associations between social developments and personal values, expectations and plans for the future.

2.2.2. Description of the subject

Literature is a subject that develops students' skills as readers, as well as the ability of symbolic thought and verbal creation. Interpretation and analysis of serious literature and folklore helps to develop students' aesthetical and ethical attitudes, enrich the sphere of emotions and contributes to formation of personality, identity and a unique worldview.

Literary studies in basic school focus mainly on reading fiction and interpreting it. Special attention is paid to developing skills that support the understanding of writing, literary work as a whole and its figurative language. In order to develop the ability of interpretation and synthesis, the study of literature also includes presentation of texts and original creation of different types of texts by students.

In order to discuss literary works and understand them in depth, students need to be familiar with literary metalanguage and the author's cultural and historic background. The terms necessary for treating literary works are explained in the study literature: students' own explanations are expected only in the case of a terms separately pointed out in the learning content. Thus, the theoretical aspect of literary studies is minimum, as it is far more essential to arouse and maintain students' interest in reading and develop their interpretation skills than give them factual knowledge.

A diverse selection of texts helps to shape reading and analysis experiences and develop reading skills. The reading list includes works that facilitate discussion of major ethical and aesthetical issues from both recent literature and classics. Attention is also paid to folklore material to enhance appreciation of students' origin and cultural affiliation. The reading list is compiled to ensure reasonable proportions of Estonian and world literature, older and newer literature and different genres of prose, drama and poetry and to cover appropriate subject areas for the particular study stage. In the interests of cultural continuity, the recommended selection of complete works to be discussed also includes a number of core texts. The recommended selection can be used to prepare a specific list of works based on the learning style and abilities of particular class. In addition, there are options for choosing relevant texts and works related to a topic, including from local and recent literature. The teacher selects at least four complete works from the list for examination in every form. The teacher can base the selection of literary works on the preferences or cultural/ethnic characteristics of students.

In order to develop functional literacy, informative texts have to be examined in literature lessons as well. Such texts are primarily related to literature, authors and other culturally significant individuals. Texts on cultural history facilitate exploration of personality-developing circumstances, contribute to a better understanding of the literary and historical background of literary works, highlight the essential aspects of Estonian culture, and create interest in cultural history.

The study process should provide students with plenty of creative writing opportunities based, among other things, on literary works, other texts and their experiences in order to develop and acknowledge their

creativity and intellectual power and highlight the authors' personality and talent. In text analysis and creation, oral and written study activities are equally important.

Literary studies are connected with almost every subject (first and foremost Estonian) and other areas close to literature (folklore, theatre, film and the fine arts) and support with their learning contents the examination of cross-curricular topics and attainment of general competences. The nature, depth and main emphasis of examining cross-curricular topics differ by form and depend to a great extent on the selection of literature. Overall, it is expected that when students discuss the literary texts they have read, they will relate themselves to the themes covered.

2.2.3. Literary Studies Learning and Educational Objectives in the 2nd Stage of Study (Forms 5 and 6)

Students graduating the 6th grade of study:

- 1) can read age-appropriate serious literature of different genres and use it to form ethical beliefs and develop their skills as readers;
- 2) can fluently and expressively read and comprehend texts of adequate complexity;
- 3) are able to present the contents and characters of the works they have read, reflect on the relations between characters and any problems raised, including make comparisons between the characters' and their own values and interests;
- 4) can present narrations based on text or experiences and reflect on the contents of texts;
- 5) write narrative and descriptive creative pieces and express themselves correctly; and
- 6) can use different sources, including dictionaries and the Internet, to find necessary information.

2.2.4. Literary Studies Learning and Educational Outcomes in the 2nd Stage of Study

Reading

Learning Outcomes

The students:

- 1) have read at least eight high-quality works of literature (books) in different genres and appropriate to their age;
- 2) read literary texts fluently and meaningfully and value reading; and
- 3) recognise the value of reading works of fiction;
- 4) can talk about the author, content and characters of the literary works they have read as well as their own impressions, feelings and experiences.

Learning Content

Purposeful reading. Preparing for reading, focused reading. Development of reading techniques, silent reading and reading aloud and paying attention to pauses, pace and intonation. Purposeful re-reading. Observing one's reading and assessing reading skills. Purposeful following of a recited text.

Finding interesting literary works and independent reading. Joy of reading. Introducing the author, plot and characters of a book to classmates. Giving reading recommendations to classmates. Home reading of recommended works and performing tasks necessary for joint discussion.

Retelling

Learning Outcomes

The students:

- 1) retell a story close to the text or with the help of an outline or keywords;
- 2) retell clearly worded coherent stories with integral composition based on literary texts, real life events or their own imagination; and
- 3) retell a story based on picture texts.

Learning Content

Retelling events based closely on the text according to the outline. Retelling a story with the help of keywords. Chain storytelling. Paraphrasing a story by adding new characters and events. Talking about the events or recollections of one's own or another person's life. Retelling according to a picture text (photos, illustrations, caricatures or strip cartoons). Retelling fantasy stories.

Text interpretation, analysis and comprehension

Learning Outcomes

The students:

- 1) form different types of questions on a text;
- 2) answer questions based on texts with their own words or examples from the text;
- 3) compile content outlines on texts using questions, statements or keywords;
- 4) put events in order based on a text and determine their time and place;
- 5) describe the appearance, characteristics and behaviour of characters based on the text, analyse their relationships, assess their conduct according to accepted moral norms and compare themselves to the characters;
- 6) find the central ideas in a passage and formulate the main idea;
- 7) discuss theme, main events, characters and their problems and values based on the full text or fragment of a literary work and express and explain their opinions by choosing suitable examples from the text or their own life; and
- 8) seek information on unknown words and learn their meaning;
- 9) are familiar with and use common figures of speech in their texts; can explain the meaning of proverbs and sayings learned;
- 10) can explain the meaning of poems based on their own feelings and experiences; and
- 11) can explain, in their own words, the meaning of studied figures of speech and the nature of folk song, legend and fairytale.

Learning Content

Comprehending text as a whole. Making memory or factual questions and fantasy questions. Answering questions with a quotation (text passage or phrase), with one's own words based on text and by heart. Text outlining: outlining items in the form of interrogative and declarative sentences and keywords.

Finding the central idea in passages and formulating the lead idea. Formulating the theme and lead idea of texts. Deliberating on themes dealt with in a literary work. Formulating and explaining one's opinion. Finding illustrative examples (e.g. quotations and characteristic details) in a text. Describing details. Proving stated claims on the basis of one's own life experience and text examples. Making conclusions based on the text read. Verbalising one's ideas, feelings and reading impressions.

Finding the meaning of unknown words in dictionaries or other reference sources and broadening vocabulary.

Finding and formulating the problems that characters have. Relating (e.g. comparing) the plot and characters of the work to oneself and one's surroundings. Identifying main and supporting characters, observing the transformation of characters and their relations, characterising them and explaining their behaviour. Character groupings. Conflict between characters, its causes and ways in which it can be solved. Identifying the time and the place of events. Sequence of events. Links between the causes and consequences of events. Narrator as the storyteller.

Understanding figurative thinking and language use. Concepts: epithet, comparison, proverb, saying, fairytale, legen, stave rhyme. Identifying and using epithets and comparisons. Understanding the allegory of fables. Explaining simpler symbols. Understanding the hidden meaning of characters' speech. Explaining the meaning of sayings and proverbs and relating them comparatively and distinctly to present-day phenomena. Finding the comical aspects of texts.

Finding and creating rhymes. Perceiving the rhythm and sound of poems. Finding alliteration in folk songs. Using alliteration in created texts. Interpreting poetry texts. Assessing and developing one's figurative expression skills.

Content characteristics of animal and miracle fairytales (plot, characters, good vs evil, etc). Characteristics of etymological and explanatory folk legends. Characteristics of giant and hero folk legends.

Characteristics of adventure and historical stories. The theme and idea of the work. Nature of a problem. Main and supporting characters and typical characters.

Form of poem. Nature of folk songs. Diary as a form of fiction. Nature of animated films.

Presentation of text and original creation

Learning Outcomes

The students:

- 1) write original works of different lengths in different genres, including in a descriptive and a narrative form;
- 2) recite poems, short pieces of prose or role text by heart and pay attention to the fluency, clarity and textual accuracy of their presentation.

Learning Content

Presenting. Setting the objectives of presentations (who for, what and why). Selecting appropriate vocabulary, pace, voice volume and intonation for presentations and correct breathing and stance. Reciting poetry by heart. Presenting short prose texts (as a dialogue or monologue). Role play and presenting role texts.

Creative work. Students write shorter and longer creative works:

- 1) animal fairytales, miracle fairytales, etymological or explanatory legends, giant or hero legends, adventure or fantasy stories and recollections;
- 2) stories based on proverb(s) or sayings, poems based on given rhymes or on their own, stories following the content of a poem and funny stories with repeated initial letters; and
- 3) descriptions of nature or animal or literary characters, a page of the diary of a literary or fictional character, an advertisement related to the plot or characters, elaboration of the plot of a story, new or continuing ending to the story, dialogue between the characters, a letter to one of the characters or groups of characters.

Describing: choice of words, presenting important and typical characteristics. Composition of a description: general impression, details and assessment. Describing objects, beings, humans, settings, nature and feelings. Author's attitude to the matter described and expressing it.

Retelling. Composition of a story. Time-cause sequence in the text. Coherent sequence of sentences. Direct speech in stories. Telling the story in the first person.

Selection of literary texts. The literary works to be examined in the 2nd stage of study and to be read in full are selected so that all of the subject areas below are covered.

Values and morality: self-assessment, integrity toward oneself and others, personal needs and interests and those of others, understanding good and bad, fairness and unfairness, praiseworthy and condemnable, difference from others, my hobbies and interests, my health and future, problems related to wealth and poverty, commitments and responsibility, being alone and fears.

At home and school: family, home safety, domestic violence, love for one's home and family, relations with parents, foster parents and grandparents, relations with brothers, sisters and other next of kin, relations between boys and girls, tolerance towards people who are different, people who need help and people who can help, nerdiness and social exclusion, boundaries between what is mine and what is other people's, boundaries between what is allowed and not allowed.

Native culture and cultural diversity: specifics and importance of national culture for people, hiking in own area and travelling in far-away countries, diversity of cultures, beliefs and customs of different nations, how to behave in another cultural setting, hospitality, respecting other cultures and people, intellectuals as people who introduce and preserve Estonian national culture.

Playfulness: games, wordplay and the magic world of theatre, resourceful problem solving, experiencing beauty, creative cooperation, pretending and for real, justified and unjustified risks.

Environment and sustainable development in society: my role in preserving nature, respect for animate and inanimate nature, helping those in need, pets and being responsible for them, uniqueness of seasons.

Civil society and international relations: my roots, links between the past, present and future, traditions and events that ensure continuity, connection with language, local language, relations with other nations.

Information environment, technology and innovation: joy in learning new things and learning experience, up-to-date information search and transmission options, the Internet as a means of broadening horizons and as a source of information, the Internet as a source of danger, code of conduct in communication portals, film and photo as a means of recording the moment and history.

Recommended list of complete works to be examined.

Veskiratta Madis or *Vennikese ja tema sõprade lood* by Harri Jõgisalu; *Sirli, Siim ja saladused* by Andrus Kivirähk; *Arabella, mereröövli tütar* by Aino Pervik; *Mardileib* by Jaan Kross; *Viimane valgesulg* by Jaan Rannap; *Kalevipoeg* or *Roostevaba mõök* by Eno Raud; *Veel üks Lotte* by Erich Kästner; *Timm Thaler ehk Müüdüd naer* by James Krüss; *Vennad Lõvisüdamed* or *Röövlitütar Ronja* by Astrid Lindgren; *Pal-tänava poisid* by Ferenc Molnar; *Vahetuslaps* by Christine Nöstlinger; *Harry Potter ja tarkade kivi* by J. K. Rowling; *Käabik* by J. R. R. Tolkien; *Tom Sawyeri seiklused* by Mark Twain; at least one new prose work of own choice; and one collection of poetry of own choice, at least one prose or poetry work by a local author.

Folkloristic texts

Folk songs: work songs, songs about smartness and stupidity, magic rhymes and incantations. *Kalevala* stories. Animal and miracle fairytales. Etymological and explanatory folk legends. Folk legends about giants and heroes (*Kalevipoeg* and *Suur Tõll*). Bible stories and myths of different people. Proverbs and sayings about wisdom, learning and working. Folklore texts and legends of local origin.

Authors to be covered in greater detail

Insights into the life, literary activities and creative works of Friedrich Robert Faehlmann, Harri Jõgisalu, Andrus Kivirähk, Friedrich Reinhold Kreutzwald, Astrid Lindgren, Leelo Tungal and locally significant writers.

2.2.5. Literary Studies Learning and Educational Objectives in the 3rd Stage of Study (Forms 5 and 6)

Students graduating the 6th grade of study:

- 1) express themselves correctly orally and in writing, can retell the plot of a work in brief, deliberate on the work and write creative works in different genres;
- 2) read quality literature in different genres appropriate to their age, form their moral beliefs through it and developed their reading skills;
- 3) understand the plurality of opinions formed in the reading of a literary work and value different ideas and forms of depiction;
- 4) value literature as an essential part of national culture and as a means of promoting the cultures of different people;
- 5) interpret, analyse and understand literary works as a source of different stories and human relations, feelings and values and as means of reflecting different viewpoints; and
- 6) use different sources to find necessary information, including printed reference and online sources.

2.2.6. Literary Studies Learning and Educational Outcomes in the 3rd Stage of Study

Reading and Retelling

Learning Outcomes

The students:

- 1) have read at least twelve high-quality works of literature (books) in different genres and appropriate to their age;
- 2) read literary texts fluently and meaningfully and value reading;
- 3) can talk about the author, plot, characters, problems and message of the works they have read and compare them to other works; and
- 4) can speak in brief about the works they have read by following the content and composition of the text.

Learning Content

Setting independent reading goals. Speed- and slow reading and skimming and close reading. Purposeful re-reading. Good command of different reading techniques. Analysing own reading and assessing own reading skills. Purposeful following of recited text.

Finding interesting literary works and reading them independently. Joy of reading. Introducing the author, plot, characters, problems and message of a book to classmates and comparing the literary work to another work. Giving reading recommendations to classmates. Home reading of recommended works and performing tasks necessary for joint discussion.

Retelling the story with the help of keywords. Retelling: retelling the text based on its composition; changing the time and place of events while retelling; introducing new characters or events and/or different endings;

retelling the story from different points of view; using quotations in retelling; and retelling the story in brief based on the plot and/or storyline. Talking about mental images formed during and/or after reading the work. Getting to know different narration forms in the electronic media (radio, TV and the Internet).

Text interpretation, analysis and comprehension

Learning Outcomes

The students:

- 1) can answer factual, deductive and analytical questions based on texts;
- 2) use examples and quotations from a text to prove their statements;
- 3) describe the time and setting depicted in the works, identify important events in the work and deliberate on cause and consequence connections;
- 4) describe the appearance, characteristics and behaviour of characters based on a text, analyse relations between characters and compare and assess them;
- 5) discuss theme, main events, characters and their problems and values based on a full text or fragment of a literary work and express and explain their opinions by choosing suitable examples from the text or their own life;
- 6) find the central ideas in a text, formulate the theme, problem and lead idea of a text and write a summary based on the text; and
- 7) seek information on unknown words and learn their meaning;
- 8) recognise and use epithets, metaphors, personifications and alliteration in texts;
- 9) can interpret poems;
- 10) differentiate between types of short forms of folklore (sayings, proverbs and riddles), folk songs (runic songs and rhymed folk songs) and folk tales (fairytales and folk legends) and can name their characteristic features;
- 11) can explain the figurativeness and meaning of proverbs, sayings and riddles learned; and
- 12) explain in their own words the nature of epics, lyrics, dramas, novels, stories, short stories, ballads, fables, haiku, free verse, sonnets, comedies and tragedies.

Learning Content

Saying, proverb, riddle, fairytale, legend, runic song, rhymed folk song, epic, lyrics, dramatics, epos, novel, story, short story, ballad, fable, sonnet, haiku, free verse, tragedy, comedy.

Activities supporting the understanding of a work. Making questions: factual, deductive, fantasy, analytical and assessing questions. Answering the questions with a quotation, in one's own words based on the text and without relying on the text.

Text outlining: outline items in the form of declarative sentences and keywords. Finding the central ideas in a text. Formulating the theme and lead idea of a work. Writing a summary. Taking notes.

Deliberating on themes dealt with in a literary work. Understanding and formulating the attitude of the author and the message of a work. Formulating, explaining and defending one's opinions. Proving stated claims based on own life experience and text examples. Finding illustrative examples in the text: seeking and selecting quotations, commenting on their meaning and explaining their selection. Deliberating on the relationship of the nature-cause-consequence-solution of the problem. Making conclusions based on the text read.

Finding the meaning of unknown words in dictionaries or other reference sources and broadening vocabulary.

Understanding the work/story as a whole. Study of characters: biological, psychological and social aspects. Changing and unchanging characters. Identifying changes occurring in characters in the course of the story. Simple and complicated characters. Characters' relationship with themselves, other characters and the surrounding world. Understanding characters' inner conflicts. Finding and formulating the main conflict between characters and analysing their relations. Explaining the characters' motifs of action and analysing the causes of their behaviour. Conflict between character groups and its gradation. Comparing the main characters of different works. Literary character and its prototype. Typical characters in fiction.

Identifying the time and place of events. Describing the setting. Rising action, climax and resolution. Identifying turning points in action. The rhythm of the work: fulfilment of ellipse. Finding links between the causes and consequences of events.

Linking historical events and the content of literary work. Identifying the substance typical of the time period of the work. Linking Estonian history and cultural history. Exploring the historical or cultural historical meaning of the text.

Finding cinematographic episodes in the text. Comparing a film with a literary work.

Understanding figurative thinking and language use. Explaining the meaning of sayings and proverbs. Comparison and metaphor in sayings. Guessing the meaning of and creating proverbs as verbal puzzles. Finding parallels in runic songs. Finding elements of folk songs in authored poetry.

Recognising and using epithets, metaphors, personification, repetition, rhetorical questions and exclamations, ellipses and inversions. Explaining symbols. Understanding allegory and hidden meaning. Interpreting image poetry as a form of visualisation. Identifying verbal, situation- and character-based humour.

Interpreting poetry texts. Recognising the uniqueness of an author's use of language. Describing the particular stylistic features of a work. Assessing and developing own skills in figurative expression.

Forms of poetry: stanza, strophe and different rhyme schemes. Characteristics of odes, sonnets, haiku and free verse poems. Image poetry.

Knowing the metalanguage required to understand a piece of writing.

Types and subtypes of folklore. Runic and rhymed folk song. Characteristics, composition and itinerant motifs of fairytales. Characteristics of deistic folk legends. Characteristics of myths. Characteristics of locative and historical folk legends. Nature of sayings and proverbs. Nature of riddles. Characteristics of folk jokes and anecdotes. Nature of punchlines. Modern folklore or poplore.

Compositional elements of texts: introduction, exposition, complication, climax and resolution. Changing and unchanging characters. Prototypes.

Main types of fiction. Characteristics of epics, lyrics and dramatics. Characteristics of epos, novels (different types), stories, and short stories. Characteristics of adventure, science fiction and detective novels. Nature of travelogues.

Characteristics of comedies, tragedies and dramas. Staging. Terms in drama: monologue, dialogue, act, scene, stage direction and cue. Staging literary works.

Means of expression in cinematography: picture and word, frames. Producing literary works for the big screen.

Nature of reviews.

Presentation and Creative work

Learning Outcomes

The students:

Basic school graduates:

- 1) recite poetry, prose or drama texts by heart, paying attention to the fluency, clarity and textual accuracy of their presentations;
- 2) compile and present book reports;
- 3) write descriptive (character study or scene description) or narrative (fairytale or legend) integral texts using fluent wording; and
- 4) write discursive essays based on literary works by expressing their views on the basis of examples from the source text and their own opinions and paying attention to the comprehensibility of the content, suitability of style, correct formulation and orthography.

Learning Content

Presentation. Setting the objectives of presentations (who for, what and why). Fluency, clarity and textual accuracy of presentations and choosing words, pace and voice volume suitable for the presentation and correct stance, breathing and diction. Keeping eye contact with the audience. Paying attention to facial expressions and gestures.

Giving reading recommendations to classmates by using illustrative text passages. Compiling and delivering reports introducing a literary work.

Reciting poetry by heart. Presenting short prose texts (as a dialogue or monologue). Presenting parts of drama texts. Presenting staging.

Creative work.

Students write shorter and longer creative works:

- 1) locative or historical legends, fables or allegoric stories, folk songs, jokes, riddles, funny stories based on sayings, adventure stories, image poems, letters from one character to another, instructions for characters, introductory stories to events happening in texts, stories from different points of views, stories with punchlines, comparisons of main characters in different works, summaries or recommendations in one sentence or longer of films seen, etc.;
- 2) science fiction or detective stories, haiku, free verse poems, plays, staging of prose or poetry texts, monologues for characters, life stories of characters, texts in changed genres (e.g. advertisements based on poems and stories based on news), texts with additional cues, stories in the first person, stories with added details, texts rich in comparison and metaphor, comic and tragic stories based on the same event, letters to an author, commented collections of quotations selected from works, essays based on quotations (mottos), reviews of literary works, explanatory letters from characters' points of view, etc.;

- 3) fairytales, legends and runic songs, figurative poems or miniatures, character studies or stories about their lives, lead mottoes of characters, stories with events happening in a different era, descriptions of settings and discussions on the themes covered in works, texts contrary to the semantics of the main texts, reviews of theatre performances, films or literary works, etc.; and
- 4) themed portfolio or short study on present-day cultural phenomena or cultural historical persons.

Selection of literary texts

The literary works to be examined in the 3rd stage of study and to be read in full are selected so that all of the following subject areas are covered.

Values and morality: self-assessment, dignity, integrity towards oneself and others, personal needs and interests and those of others, written and unwritten laws, understanding good and bad, fairness and unfairness, praiseworthy and condemnable, difference from others, my interests and hobbies, my health and future, being happy, my strengths and weaknesses, problems related to wealth and poverty.

At home and school: family, home safety, domestic violence, supporting power of home, love for one's home and family, relations with parents and step-parents, shared and different beliefs of generations, relations with siblings and other next of kin, relations with contemporaries, relations with teachers, relations between boys and girls, first love, common values, commitments and responsibility, acting together and being alone, loneliness and fears, problems at school, people needing help and people giving help, tolerance towards people who are different, me as a member of a group, being a leader, nerdiness and seclusion, boundaries between what is mine and what is other people's and between what is allowed and prohibited.

Native culture and cultural diversity: diversity of cultures, life in different cultures, national culture, regional, professional, class, youth etc. culture, tolerance towards different cultural phenomena, hiking in own area and travelling in far-away countries, beliefs and customs of different nations, how to behave in another cultural setting, hospitality, respecting other cultures and people, singularity and significance of national culture to people, people who preserve and develop the national culture, intellectuals as people who promote and preserve Estonian national culture.

Playfulness: games, wordplay, the magic world of theatre, playfulness in life and creative work, resourceful problem solving, applying a creative way of thinking, experiencing beauty, creative cooperation, boundaries between games and life, pretending and for real, justified and unjustified risks, courage to take risks, freedom of thought and the responsibility to think.

Environment and sustainable development: green thinking, my role in preserving nature, global problems in protecting the environment, respect for animate and inanimate nature, helping those in need, pets and being responsible for them, balance in nature, uniqueness of seasons, nature as a source of beauty, difference between urban and rural environments.

Civil society and international relations: me as a member of Estonian society, my roots, links between the past, present and future, historical memory, traditions and events that ensure continuity, connection with language, uniqueness of dialects, valuing my home area, heroism, national identity, relations with the representatives of other nations, relations between Estonians and Russians, racial problems, respecting different cultures.

Information environment, technology and innovation: joy in learning new things and learning experience, up-to-date information search and transmission options, the Internet as a means of broadening horizons and as a source of information, the Internet as a source of danger, linguistic influence, code of conduct in communication portals, film and photo as a means of recording the moment and history.

Recommended list of complete works to be examined.

Tasuja or *Vürst Gabriel ehk Pirita kloostri viimsed päevad* by Eduard Bornhöhe; *Kevade* by Oskar Luts; *Mina olin siin* by Sass Henno; *Libahunt* by August Kitzberg; *Nimed marmortahvil* by Albert Kivikas; *Rehepapp* by Andrus Kivirähk; *Säärane mulk* by Lydia Koidula; *Väike Vipper* by Jaan Kross; *Mängult on päriselt* by Diana Leesalu; *Kuues sõrm* or another young people's novel by Helga Nõu; *Haldjatants* by Katrin Reimus; *Kõrboja peremees* by Anton Hansen Tammsaare; *Kuidas elad, Ann?* or *Mis teha, Ann?* or *Mis sinuga juhtus, Ann?* by Aidi Vallik; *Pisuhänd* by Eduard Vilde; *Alkeemik* by Paulo Coelho; *Kärbeste jumal* by William Golding; *Loomade farm* by George Orwell; *Väike prints* by A. de Saint-Exupéry; one novel by Terry Pratchett of own choice; one novel by Agatha Christie or Arthur Conan Doyle of own choice; one travelogue of own choice; and at least one new prose work of own choice and one collection of poetry of own choice each school year, at least one prose or poetry work by a local author.

Selection of folklore texts

Folk legends and fairytales of different types. Locative, historical and deistic folk legends. Tales of Kaval-Ants and Vanapagan. Folk songs (songs about friendship and enemies, riddle songs, wedding and love songs, glorification and parody songs and songs with elements of anniversaries, games and drama). Folk jokes and anecdotes. Bible stories and myths of different people. Proverbs and sayings on friendship and ethical attitudes and related to time, anniversaries and customs. Estonian folk riddles. Folklore texts and legends of local origin.

Authors to be covered in greater detail

Insights into the life, activities and works of Fred Jüssi, Lydia Koidula, Juhan Liiv, Viivi Luik, Oskar Luts, Lennart Meri, Jüri Parijõgi, Kristjan Jaak Peterson, Hando Runnel, Anton Hansen Tammsaare, Marie Under and locally important writers.

2.3. Russian language

2.3.1. Russian Language Learning and educational objectives

The aim of teaching Russian language is to ensure that students:

- 1) perceive language proficiency as the foundation of learning and as an important part of their identity;
- 2) acquire a basic knowledge of the language and can use it in their everyday life and studies by following the norms of the Russian literary standard;
- 3) are able to justify their opinions and draw independent conclusions based on oral and written texts;
- 4) understand the importance of language as a means of self-expression and communication, develop their language skills taking into account the situation and objective of communication;
- 5) can read and listen different types of texts in a focused manner and can prepare oral and written texts;
- 6) use dictionaries (including online), printed reference and online sources to broaden their knowledge of Russian;
- 7) learn to appropriately use different communication channels and develop their ability to find, critically judge and purposefully use the information provided by the media and online; and
- 8) understand the significance of the Russian language as a medium of Russian culture and a means of communication and respect the language and culture of other people.

2.3.2. Description of the subject

Language proficiency is key to understanding and appreciating national culture. Good Russian proficiency is the precondition of successful learning of all subjects in a Russian-language school. The subjects of the subject field primarily support the development of competences in native language and literature and enhancement of communication skills among basic school students. These subjects provide knowledge of language and literature and offer various experiences of reading, writing and communicating. The subjects of the subject field also support formation of students' identity and self-esteem, as well cultural and social development.

From Forms 1 to 4, Russian is a subject that develops four constituent linguistic skills (speaking, listening, reading, writing) and orthography through the reading of informative, functional and literary texts, reflection and writing, and establishes preliminary knowledge of phonetics, orthoepy, orthography, lexicology, phraseology, morphemics and grammar. The study of Russian is mainly practical at the first stage of study. Students acquire basic knowledge of language and literature, learn how to speak, read and write correctly and to listen in a focused manner; education also develops students' attention and interest in reading.

From Form 5, Russian language and literature are two different subjects, which are linked by a text-centric approach and development of constituent linguistic skills. The study of literature is aimed primarily at the enhancement of students' interest in literature and reading ability as well as ethical and emotional development through the reading and interpretation of literary works, but it also deals with the specifics of literary language and develops students' oral and written self-expression skills.

The second study stage expands students knowledge of phonetics, orthoepy, lexicology, phraseology, morphemics, morphology and syntax, and develops orthographic and punctuation skills. Text analysis requires examination of the structure of text, formulation of the main idea, determination of speech type and style, identification of figurative expressions and connections used in the text. The study of orthography is based on texts.

Students develop an informed attitude towards speech, either their own or others', and a skill to communicate in an adequate manner in different situations. In reading and writing, the emphasis is on comprehending the texts of others and creating own texts. Listening comprehension is important. Attention is also paid to developing the skill to use neutral and expressive linguistic means.

The study of phonetics, orthoepy, morphology and orthography concludes at the third stage of study (Forms 7–9) and this stage includes systematic work with syntax and punctuation. Students acquire basic knowledge of text as a linguistic and speech unit, the particular features of text structure, creation and comprehension of texts, and associations between different types of text. All rhetoric skills are refined with the aim to attain communicative competence in basic areas of speech actions. The main emphasis is on the development of various speech forms in particular situations and the skill to use resources of all linguistic levels for self-expression depending on situation. Students learn to comprehend, analyse and create various texts.

Correct and coherent speaking and diverse vocabulary are developed throughout basic school. The degree of independence in working with texts is gradually increased: text comprehension, interpretation, creation of texts in different genres and styles.

The subject teacher selects the contents of education in consideration of achievability of the learning outcomes, general and subject field competences specified for that study stage.

2.3.3. Russian Language Learning and Educational Objectives in the 1st Stage of Study

After completing the 3rd grade of study, students:

- 1) understand oral and written questions and answer them using suitable spoken and written short answers and complete sentences;
- 2) can describe objects, beings and situations;
- 3) can talk about themselves, their interests and hobbies and events in their environment;
- 4) read texts out loud in a clear, articulate and expressive manner without mistakes, with the correct intonation, in accordance with the pronunciation rules of Russian literary standard;
- 5) can recount a text in a detailed or abbreviated manner according to a simple plan, answering questions and relying on keywords;
- 6) can identify the subject matter and main ideas of a heard text;
- 7) read assignments and instructions independently and comply with them;
- 8) transcribe printed and handwritten text in a calligraphic manner;
- 9) can accurately write studied orthograms and punctograms;
- 10) prepare and write simple narrative and descriptive texts;
- 11) can read simple plans, tables, diagrams and maps;
- 12) is able to find relevant information from different sources and use age-appropriate dictionaries.

2.3.4. Russian Language Learning and Educational Content of Russian Language in the 1st Stage of Study

Listening

Learning Outcomes

The students:

- 1) can identify the sequence of sounds in a word and the phonemic structure of a word, differentiate between vowels and consonants, palatalised and unpalatalised consonants;
- 2) define the boundaries of phonetic words and divide words into syllables, differentiate between accented and unaccented syllables;
- 3) identify the grammatical basis and word associations in a sentence;
- 4) classify sentences according to communication objectives (declarative, interrogative and imperative sentences) and emotional shades (exclamatory and non-exclamatory sentences), differentiate between sentence types based on intonation;
- 5) differentiate between speech forms (dialogue and monologue), speech types (description, narrative and discussion) and genres (poems, stories and fairytales);
- 6) differentiate between oral texts of different styles and genres; and
- 7) define the theme and main idea of audio texts, remember the contents of the text and perform text-based assignments as instructed by the teacher.

Oral speech

Learning Outcomes

The students:

- 1) pronounce sounds and sound clusters in words correctly and clearly;
- 2) know the Russian alphabet from memory;
- 3) explain the meaning of words independently and using dictionaries;
- 4) make declarative, interrogative and imperative sentences and articulate them with the correct intonation;
- 5) talk about events in their lives and what they have seen or read;
- 6) compile simple narrative, descriptive and discursive texts;

- 7) prepare simple narrative, descriptive and reflective texts using questions, keywords and a simple plan;
- 8) recount texts of different styles and genres;
- 9) recite prose and poetry texts by heart.

Reading

Learning Outcomes

The students:

- 1) can read texts out loud in a syllable-centric and fluent manner;
- 2) perform tasks of reading selective words, phrases, sentences and text passages;
- 3) read texts in different genres independently and understand them;
- 4) can use the information on cover pages and reference sections of books;
- 5) read tables, diagrams, schemes and symbols in printed texts and on a computer; and
- 6) can name children's literature writers.

Writing

Learning Outcomes

The students:

- 1) write the necessary information in their copybook, mark book and on the blackboard in the correct format;
- 2) prepare grammar tasks in the correct format;
- 3) write dictated words, sentences and shorter texts without mistakes;
- 4) write paraphrases based on an outline; and
- 5) correct their own mistakes in written work.

Learning content

The role of the language in human life. Language as a main means of communication.

Dictionary as a type of reference source. Getting to know the types of dictionaries.

Script. Phonetics. Pronunciation. Alphabet. Relationship between sounds and letters. The system of vowels and consonants in Russian: stressed and unstressed vowels, voiced and voiceless consonants and palatalised and unpalatalised consonants.

Paired and unpaired consonants: voiced and voiceless and palatalised and unpalatalised.

Functions of the letters *е, ё, ю and я*.

Stress. Difficult cases of word stress.

Intonation and logical stress.

Lexicology and phraseology

Vocabulary or the body of words in the language.

Word as a language unit. Word meaning. Polysemic words. Monosemantic and polysemantic words.

Direct and figurative meaning of words.

Synonyms. Antonyms. Homonyms.

Idiomatic expressions. Proverbs, sayings.

Explanatory dictionary of Russian. Dictionary of antonyms in Russian. Dictionary of synonyms in Russian.

Morphemics (word structure) and morphology (word formation) Morpheme as a language unit. Types of morphemes: root, prefix, suffix and inflection.

Cognates. Word stem. Word formation and inflectional morphemes. Word formation.

General description of noun. Generic and proper names. Nouns denoting beings, objects and phenomena.

Gender of nouns. Singular and plural of nouns. Nouns only in singular or plural form. Declination of nouns.

Case system of Russian.

General description of adjectives. Gender, number and case of adjectives. Concordance of adjectives with nouns in gender form, number and case. Elementary knowledge of the full and short forms of adjectives.

General description of pronouns. Pronouns in the system of parts of speech. Personal pronouns as a means of coherence in sentences and text.

General description of verbs. Infinitive and personal forms of verbs. Tense forms of verbs. Conjugation of verbs in the present and future tenses. Conjugation of verbs in the past tenses.

Main syntactic functions of nouns, adjectives and verbs in phrases and sentences.

General description of prepositions.

Syntax and text. Phrases as syntactic units.

Determinative parts and modifiers in phrases.

Sentences as the main syntactic units and the smallest communicative units.

Main characteristics of sentence. Principle parts of sentence. Grammatical structure of sentence.

Simple and expanded sentences.

Secondary parts of sentence: attribute, object and adverbial.

Sentence types according to communication objective: declarative, imperative and interrogative sentences.

Sentence types according to the emotional shade: non-exclamatory and exclamatory sentences.

Text as a unit of communication. Text coherence. Title, main idea and text outline. Passage.

Diversity of texts: fairytales, riddles, proverbs and sayings, stories, poems, plays, messages, congratulations, invitations and instructions. Searching for texts online.

Orthography and punctuation

The meaning of orthogram. Using lower-case and capital letters.

Orthography of vowels and consonants in a word's root morpheme. Using the *ь* and *Ь* characters.

Orthography of vowels after *ж, ч, ш, щ* and *ц*.

Orthography of *не* in verbs.

Orthography of prepositions.

Rules of hyphenation.

Punctuation: punctuation marks in itemisation and at the end of a sentence.

Themes for literary reading. Literary works of different types and genres are represented in the form of study texts that are freely chosen for reading from the literary output of Russian, Estonian and foreign authors by taking into consideration the following themes: My family. Me and my family. Finding friends and keeping friends. Learning is always useful. Seasons. From the miracles of nature to science fiction. About good defeating evil, integrity and fairness. Seriously and jokingly.

2.3.5. Russian Language Learning and Educational Objectives in the 2nd Stage of Study

After completing the 6th grade of study, students:

- 1) read texts expressively by following the norms of pronunciation of Russian;
- 2) differentiate between texts of different types and genres, understand their content and perform tasks related to understanding the meaning of audio texts;

- 3) reproduce and orally create dialogues and monologues by using language tools based on the communication situation and according to the norms of Russian;
- 4) analyse linguistic units according to the learning content and apply the knowledge they have acquired in their speech;
- 5) seek information in texts of different styles and genres and in reference sources purposefully; and
- 6) follow the norms of Russian language and speech etiquette in reproducing and creating written texts; and
- 7) can use dictionaries, reference works and interactive orthography resources.

2.3.6. Russian Language Learning and Educational Content of Russian Language in the 2nd Stage of Study

Listening

Learning Outcomes

The students:

- 1) understand the content of different texts when listening;
- 2) differentiate between different oral texts (monologue, dialogue and polylogue), speech types (unmixed and mixed types) and genres (conversation, advertisement, instruction and message);
- 3) define the theme and main idea of audio texts; and
- 4) perform varied tasks based on audio texts.

Oral speech

Learning Outcomes

The students:

- 1) present their ideas consistently, logically, coherently and in accordance with the theme and communication situation;
- 2) create dialogue- and monologue-based texts (description, narration and discussion) by paying attention to the rules of text composition;
- 3) express opinions about what they have read, supporting them with examples from text and daily life;
- 4) can compile a brief, comprehensive synopsis of the text;
- 5) recount in communication with peers or in a group what they have read, seen or heard;
- 6) can describe and compare objects and phenomena;
- 7) follow the norms of the contemporary Russian literary standard; and
- 8) follow the norms of speech etiquette.

Reading

Learning Outcomes

The students:

- 1) read tables, understand diagrams, schemes and symbols and use them in preparing texts;
- 2) read texts expressively, with the correct intonation and following the pronunciation norms of the Russian literary standard;
- 3) read meaningfully, recognise texts in different styles and genres and perform tasks based on them;
- 4) can identify the theme, sub-themes and the main idea of a text, are able to differentiate between fact and opinion and primary and secondary information;
- 5) use different ways of reading when working on texts; and

- 6) can find information from different published sources and use dictionaries and reference works;
and
- 7) can use book titles, symbols and reference systems to search for necessary information.

Writing

Learning Outcomes

The students:

- 1) can use reference works when creating texts;
- 2) express their ideas freely and clearly in writing and follow the rules of text composition (consistency, logic, coherence, correspondence to theme, etc.) and the norms of speech etiquette;
- 3) create texts in different styles and genres (traditional letters and e-mails, applications, statements and signed certificates);
- 4) write words using the learned orthograms correctly and use correct punctuation marks in sentences containing the punctuation rules learned;
- 5) follow the grammatical norms of the Russian literary standard in creating written texts;
- 6) reproduce written texts following the given summarising instructions (plan and paraphrase); and
- 7) can edit simple texts.

Learning content

In addition to the Russian lessons in Form 4 (similar to the 1st stage of study) there are also lessons of literature where students refine their reading techniques and develop their reading skills to prepare for studying literature as a separate subject in Form 5.

The science exploring Russian and its main components. Definition of literary standard. Definition of linguistic norm. Culture of speech.

Phonetics. Script. Pronunciation. Principles of Russian script: phoneme-based and syllable-based. Sound changes in speech. Transformation of consonants into voiceless and voiced. Phonetic transcription. Pronunciation norms of Russian. Difficult cases of word stress.

Lexicology and phraseology. Synonyms. Antonyms. Homonyms. Native and loan words. Obsolete words and neologisms.

Neutral and connotational words.

Vocabulary in literary and colloquial language. Common vocabulary and narrow vocabulary (dialect words, professionalisms and jargon). Lexical and stylistic norms of Russian: using words in line with their meaning and stylistic colour. Lexical concordance.

Phraseology as a part of lexicology. Proverbs, sayings and catchphrases.

Printed and online dictionaries of Russian language.

Morphemics (word structure) and morphology (word formation). Alternation of vowels and consonants in a word's root morpheme. Basic ways of word formation: with prefixes, suffixes, prefixes and suffixes, without suffixes and compound words. Transition of words from one type of part of speech to another. Word formation dictionaries of Russian.

The system of parts of speech in Russian. General description of words. Types of autonomous and auxiliary words.

Nouns: Nouns denoting feminine and masculine. Declinable, irregular declinable and indeclinable nouns. Gender and number of nouns without declensional forms.

Syntactic functions of nouns. Norms of using nouns in speech.

Adjectives: qualitative, relative and possessive adjectives. Degrees of adjectives comparison. Full and short forms of adjectives. Syntactic functions of adjectives. Norms of using adjectives in speech.

Declination of numerals. Norms of using numerals in speech.

Declination of pronouns. Syntactic functions of pronouns. Pronouns as a means of coherence in sentences.

Perfective and imperfective verbs. Transitive and intransitive verbs. Impersonal verbs. Verb moods.

Conjugation of verbs. Irregular conjugable verbs. Syntactic functions of verbs.

Types of adverbs. Syntactic functions of adverbs.

Stress adverbs. Meaning of stress adverbs.

Derivative and non-derivative prepositions. Simple and complex prepositions.

Subordinating and correlative conjunctions. Simple and complex prepositions.

Main functions of interjections.

Syntax. Phrase structure. Sentences as the main syntactic units and the smallest communicative units.

Main ways of expressing a subject. Simple predicate.

Phrasal coordination. Resumptive words in phrasal coordination.

Direct address. Direct speech. Dialogue.

Text

Texts representing the main functional styles (fictional, publishing, scientific, formal and colloquial).

Text types: instruction, statement, complicated instruction, advertisement, SMS message, story, poem and play. Online communication (chat room, forum and blog) and its text types.

Orthography and punctuation. Orthography of vowels and consonants in a word's simple stem and in prefixes.

Orthography of suffixes belonging to different parts of speech.

Orthography of word endings belonging to different parts of speech.

h and *hh* in words belonging to different parts of speech.

Compound and separate writing and using a hyphen in words belonging to different parts of speech.

Compound and separate writing of he and hu with words belonging to different parts of speech.

Orthography of adverbs. Orthography of prepositions, conjunctions and stress adverbs.

Functions of punctuation marks. Punctuation marks in simple sentences (dash between subject and predicate and dash in elliptical sentences). Punctuation marks in phrasal coordination and in sentences containing words. Punctuation marks in sentences containing direct speech.

Literary reading in Form 4

Literary works of different types and genres are represented in the form of study texts and free reading chosen from the literary output of Russian, Estonian and foreign authors by taking into consideration the following themes: Magic world of nature. How's it been going, friend? Let's imagine and dream. About friendship, loyalty and love. The world of miracles in literature: folk and authored fairytales.

2.3.7. Russian Language Learning and Educational Objectives in the 3rd Stage of Study

After completing the 9th grade of study, students:

- 1) are capable of adequate and clear oral and written self-expression;
- 2) analyse the units of all language levels according to learning content and use the linguistic knowledge they have acquired to develop their speaking skills;
- 3) can analyse the content of texts;
- 4) perceive the linguistic uniqueness of different text types written in different styles and genres;
- 5) create oral and written texts of different types and in different styles and genres;
- 6) have acquired experience in text editing and can assess texts that have been created;
- 7) express their opinions in a reasoned and linguistically accurate manner;
- 8) consider the objectives, conditions and addressees of communication, use appropriate linguistic means and follow the rules of the literary standard;
- 9) understand the importance of Russian language for the natural culture and the necessity of good language proficiency; and
- 10) seek information from various sources (including online) and use different dictionaries and other necessary reference sources.

2.3.8. Russian Language Learning and Educational Content of Russian Language in the 3rd Stage of Study

Listening

Learning Outcomes

The students:

- 1) understand the content of texts in different genres and perceive the linguistic and stylistic uniqueness of texts when listening to them;
- 2) understand the content of texts listened to and define their theme and main idea;
- 3) differentiate between oral text in different forms (monologue, dialogue and polylogue), speech types (unmixed and mixed types) and genres (interview, discussion and message);
- 4) identify the main information, problem and important positions based on an audio text; and
- 5) perform different oral tasks based on audio texts.

Oral speech

Learning Outcomes

The students:

- 1) retell the source text in compressed way;
- 2) formulate problems, express and explain their opinions and draw conclusions;
- 3) reflect on various topics, express and justify their opinions;
- 4) create oral texts in the form of monologues and dialogues by taking into account the situation and character of the addressee and by using appropriate language tools;
- 5) use adequate oral expression in a communication situation, demonstrate a good command of speech culture;
- 6) explain the contents of texts of different styles and genres, clarify information received from functional texts; and
- 7) give a short presentation that conforms to the rules of the literary standard.

Reading

Learning Outcomes

The students:

- 1) read and analyse different texts;
- 2) differentiate between facts and opinions and primary and secondary information when reading;
- 3) understand the purpose of functional texts and adopt a critical attitude towards information;
- 4) read complex tables, diagrams, schemes and symbols and use them in preparing texts; and
- 5) seek information from different written sources.

Writing

Learning Outcomes

The students:

- 1) create and draw up different types of texts correctly, considering situation and addressee, by using versatile language tools and following linguistic norms;
- 2) formulate problems in writing, express and explain their opinions and draw conclusions;
- 3) write discursive, descriptive and narrative essays and creative works;
- 4) prepare a short presentation, essay, project or study, using quotes, references and a list of reference literature;
- 5) in compiling their own texts, critically judge similar texts available online;
- 6) write words with learned orthograms correctly and use correct punctuation marks in sentences containing the punctuation rules studied; and
- 7) demonstrate skills in text editing.

Learning content

The Russian language among other world languages.. Language as a developing phenomenon.

Phonetics. Pronunciation. Difficult cases of word stress. Dictionaries of pronunciation.

Morphology. Verb forms. Grammatical characteristics of participle. Characteristics of verbs and adjectives in participles. Present and past participles. Active and passive participles. Full and short forms of passive participles. Participle constructions. Syntactic functions of participles.

Norms of using participles in speech.

Gerunds (-des form). Adverbial and verb characteristics of gerund. Perfective gerund and -des gerund (imperfective aspect). Gerund constructions. Syntactic functions of gerunds. Norms of using gerunds in speech.

Syntax. Phrases. Types of correlative relation (concordance, regimen and adjoining).

Norms of combining words (lexical, grammatical and stylistic).

Textual functions of subject.

Compound predicate (nominal and verbal). Textual functions of predicates.

Secondary parts of sentence: attribute (concordant, non-concordant and apposition), object (direct and indirect) and types of adverbials.

Full and elliptical sentences. Sentences with one and two principal parts. Types of sentences with one principal part.

Extending simple sentences (homogenous parts of sentence, non-finite constructions and words and constructions which do not belong to the parts of a sentence). Separating parts of sentence (attribute, apposition and object) with punctuation marks.

Reported speech. Synonymy of sentences in direct and reported speech. Quotation options.
Compound sentence. Composite sentences, complex sentences and compound sentences without conjunctions. Compound sentences with uniform and different types of relation.
Thought transitions between sentences and parts of text. Grammatical relations in sentences.
Text types: discursive essay, descriptive and narrative essay, review, study, project, notice, statement, character reference, discussion and presentation on a given theme. The format of creative and research projects: structure and language. Texts in an electronic environment.

Orthography and punctuation. Orthography of suffixes in words belonging to different parts of speech.

Orthography of word endings in words belonging to different parts of speech.

Orthography of H and HH in words belonging to different parts of speech.

Compound and separate writing of He with participles and gerunds.

Rules of separating parts of a sentence with punctuation marks. Punctuation marks in the case of words which are not grammatically linked to the parts of sentence. Comparative constructions.

Punctuation marks in compound sentences: in composite and complex sentences, in sentences without conjunctions and in compound sentences with different types of relations.

2.4. Literature (for schools whose language of instruction is Russian)

2.4.1. Learning and educational objectives of Literature (for schools whose language of instruction is Russian)

The aim of teaching literature (for schools whose language of instruction is Russian) is to ensure that students:

- 1) read fiction appropriate to their age and develop their reading skills and permanent reading habits as a means of understanding the world and themselves;
- 2) value literature as an essential part of their national culture and get to know the literature and culture of different people;
- 3) understand the figurative language of fiction, broaden their vocabulary and develop their skills in oral and written self-expression;
- 4) develop their creative abilities and a respectful attitude to creative work, are familiar with the occupations and professions associated with the creation of literary works;
- 5) form their aesthetic and ethical value judgements with the help of literature and are prepared to take responsibility for the choices and decisions that affect their lives;
- 6) broaden their horizons and develop their mental and emotional world;
- 7) make independent judgements and formulate and present their ideas; and
- 8) critically judge and purposefully use different sources of information, creating associations between social developments and personal values and plans for the future.

2.4.2. Description of the subject

Literature is a subject that develops students' skills as readers, as well as the ability of symbolic thought and verbal creation, using primarily fictional works as a resource. Interpretation and analysis of serious literature and folklore helps to develop students' aesthetical and ethical attitudes, enrich the sphere of emotions and contributes to formation of personality, identity and a unique worldview.

The subject contributes to the development of students' skill to delve into the meaning of a text, understand the problems discussed in the text and analyse literary works independently, relying on historical-literary and theoretical knowledge as necessary. Teaching combines practical analysis and interpretation of texts

to guide emotional and critical reception of literary works and educate cultured readers who are capable of recognising true works of art.

The subject prioritises examination of Russian literature, including folklore, and literature that is associated with the ethnic origin and cultural community of students. Students who understand different cultures – who are tolerant towards and respect other national cultures – requires love and respect for their own national culture and understanding its place in the cultural heritage of the world. Discussion of works by Estonian and foreign authors supports an understanding of the links and mutual influences between the literature of different nations, as well as adoption of generally accepted human values.

The main criterion for selecting literary works is their artistic value, humanist goals, positive influence on students' personality and the relevance of the problems posed in the work to the moral education of students and to developing tolerance. In selecting literary works for reading and classroom examination, it is important to consider both the psychological and intellectual abilities as well as the interests of the specific age group; how the works relate to the students' life experience; and themes and problems that are appropriate for discussion. It is also essential that the literary texts selected represent varied genres.

The subject syllabus of literature presumes an understanding of the problems in the literary works examined, forming own attitudes towards them, participating in discussions on the material read, taking into account the opinions of others and well-grounded argumentation of own opinions. As a literary work, like any piece of art, has multiple levels, it is possible to look at every literary text through the prism of different problems and this in turn enables students to return to problems covered previously.

The study of literary works in basic school is based on the principles of creativity, communicativeness and stadiality. The principle of creativity requires an activity-based approach to literature, with the main emphasis on the all-around development of students' creative potential. Within the communicative approach, learning is seen as a dialogue-like process in which the students are fully licensed actors. The artistic reception of literary works is also understood as a communicative activity. The principle of stadiality in examining literary works presumes the application of didactic tasks at every stage of learning that are in line with the students' aesthetic needs and their level of creative abilities. The theoretical aspect of literature studies is kept to a minimum, because it is more important to create and maintain an interest in reading and develop interpretation skills than to impart factual knowledge.

In the course of studying literature, students acquire the necessary historical and literary knowledge, come to understand the meaning of literary terms and learn to use of them. The reading list is compiled to ensure reasonable proportions of Russian, Estonian and world literature, older and newer literature and different genres of prose, drama and poetry. The teacher can use the recommended selection of complete works to prepare a specific list, based on the interests, the learning style and abilities of particular class. The teacher selects at least four complete works to be examined in each form.

The specific areas of study activities include text reading, paraphrasing, interpreting and analysing, development of figurative thinking and expressive language use and creative activities (creative writing and public presentations).

Literature studies are connected with almost every subject but primarily with areas related to Russian language and literature (history, folklore, theatre, film and the fine arts) and support with their learning contents the examination of cross-curricular topics and attainment of key competences. The nature, depth and emphasis in discussing cross-curricular topics can be different depending on the class, being largely dependent on the particular selection of literary works. The aim is to enable students to adopt their own positions with regard to the topics covered, based on the fictional texts they have read.

The subject teacher selects the contents of education in consideration of achievability of the learning outcomes in constituent skills, general and subject field competences specified for that study stage.

2.4.3. Learning and Educational Objectives of Literature (for schools whose language of instruction is Russian) in the 2nd Stage of Study (Forms 5 and 6)

After completing the 6th grade of study, students:

- 1) understand literature as an essential part of their national culture and mediator of the culture of other nations;
- 2) have acquired expressive reading techniques and read texts at an achievable level of difficulty fluently and with understanding;
- 3) draw up outlines based on the texts read, retell the content of the texts according to the outlines and express their opinions on the materials they have read;
- 4) define the theme, idea and composition of a literary work;
- 5) understand the author's position in terms of the characters and events depicted;
- 6) characterise and compare characters and explain why their areas of activity are necessary and valuable in society;
- 7) define the type and genre of the works read;
- 8) can knowledgeably and emotionally talk and write about what they have read; and
- 9) use dictionaries, library catalogues and the Internet to find any necessary information.

2.4.4. Russian Language Learning and Educational Content of Literature (for schools whose language of instruction is Russian) in the 2nd Stage of Study (Forms 5 and 6)

Reading and paraphrasing

Learning Outcomes

The students:

- 1) have read at least eight literary works (books) in different genres;
- 2) read literary texts fluently and meaningfully;
- 3) know the authors, content and characters of the literary works they have read; and
- 4) introduce the works they have read and speak about their impressions and experiences.
- 5) speak about the text according to a prepared outline; and
- 6) retell a story they have read in brief.

Learning Content

Targeted reading, preliminary (preparatory) reading, partial reading. Rereading with a particular purpose, attitude, etc. Loud reading technique: intonation, pauses, pacing.

Independent reading of freely chosen literary works.

Recounting text in a detailed manner, in an abbreviated manner, according to a prepared plan, with commenting elements, from the perspective of a character. Narration based on illustrations by an artist or by students themselves. Presentation of independently read works to classmates.

Text interpretation and analysis

Learning Outcomes

The students:

- 1) compile content outlines on literary texts using questions, statements or keywords;

- 2) define the main theme and lead idea of a text;
- 3) differentiate between major and minor characters;
- 4) point out conflict between characters and its causes; and
- 5) express their personal opinion of the works read and explain it by using examples from the text and everyday life.

Learning Content

Preparation of memory, or factual, questions and fantasy questions. Answering the questions in own words and based on text (quoting).

Preparing a text plan. Giving titles to plan items in one word, statement, question or quote.

Identification of the main subject matter and idea of a text. Reflection on the treatment of similar subject matters in previously read works.

Formulation of a personal opinion about the subject matter and idea of a work. Provision of illustrative examples from text and daily life.

Highlighting the main conflict between characters or groups of characters, explaining the causes and potential solutions of the conflict. Identifying the location and time of described events and the causal link between events.

Narrative structure and plot, principal and side characters, narration in first and third person.

Enhancement of vocabulary and expressiveness. Noticing artful details, clarification of unknown words and expressions.

Historical-literary knowledge and concepts. Basic information on authors, the time period of creation of the works in question and the depicted era.

Oral folk creation, folklore genres: fairytales, proverbs, sayings, riddles, legends (tradition). Myths. Classification of fairytales: tales of magic, realistic tales, animal tales. Literary fairytales. Fantasy tales.

Subject matter and idea of a work of art. Plot and narrative structure. Composition and its main elements: exposition, rising action, climax, resolution, and epilogue.

Epic poetry, lyric, drama. Literary genres: novel, short story, fable, poem. Play, characters, cue.

Description of nature, interior, portrait. Artistic detail.

Particular features of poetic language. Two-syllable foot. Means of depiction and expression: epithet, comparison, metaphor, personification, and hyperbole. Allegory. Humour and satire.

Development of figurative thinking and expressive language use

Learning Outcomes

The students:

- 1) are familiar with literary means of depiction and expression: epithets, hyperbola, metaphors, personification, comparisons and understand the terms 'rhyme' and 'metre'; and
- 2) use literary means of depiction and expression in their texts.

Learning Content

Proverb, saying, metaphor, rhyme, metre, allegory, symbol.

Recognising and understanding epithets, comparisons and personifications in literary texts and use in communication. Possibilities to recognise and use metaphors. Simple examples of symbolism and subtext. Chemical elements in texts.

Meaning of proverbs and saying, comparative and differentiating association with modern phenomena.

Finding and creating rhymes, knowledge of the two-syllable foot.
Use of figurative expression in creative projects.

Creative activity and presentation

Learning Outcomes

The students:

- 1) write creative works of different types, including descriptive and narrative texts and short opinions on the works they have read;
- 2) recite poems, short prose texts or role texts from plays by heart; and
- 3) present the texts they have created to fellow students.

Learning Content

Original creation:

- 1) prose (fairy tale, short narrative stories, stories based on studied proverbs and sayings, descriptions of nature, descriptions of interior);
- 2) poetry (a poem with pre-defined rhymes, etc.); and
- 3) based on works read (dialogue between characters, alternative ending, letter to a literary character, a brief assessment or review of the work).

Presentation skills: poem, excerpts from prose and drama works, original texts. Dialogue with the audience.

Selection of literature

The texts and complete works to be read at the second study stage reflect generally accepted human values. The following topics and problems, which are suitable for discussion at the second study stage, are also taken into account when selecting literary works.

The role of the book in human life. Literature as wordmanship. Literature and other arts. Diversity of cultures. Respect for other cultures and people. Differences and similarities in customs, traditions and religions.

Good vs evil. Expression of moral ideal in oral folklore. Faithfulness, bravery, diligence, fairness and cleverness in people's imagination. Reflection of ways of life, life experience and wisdom in folkloristic works.

Moral power in contact with human vices. Faith in the victory of fairness. Outer and inner beauty. Choice of life philosophy: to live for oneself or make others happy. Getting past the troubles in one's life – prerogative of the victory of goodness and fairness? Poetic lessons in morality. Human gratitude and ingratitude. The ill-bred and unintelligent among us. Deeds as a measure of man's value. Problem of loneliness.

Historical events as a matter of national pride. Past, present and future. Dark sides of life. The problem of perceiving one's personal value. A person's responsibility for the fate of his country, his own behaviour and his own decisions. Cowardliness and tail-wagging as a timeless phenomena.

Poetic image of the homeland. The beauty of the natural environment of the homeland. Harmony between mankind and nature. Concept of unity of man and nature. The need to take a sustainable attitude towards nature. Attitude to animals as a measure of morality. Human responsibility in protecting nature.

Family and relations between family members. The concept of the continuity of generations.

Friendship and sympathy. Perception of the fair and unfair world. Reader's sympathy and involvement as a way of self-perception and self-education. Individuality of characters and their clash. Rendering unselfish and mutual help in a time of danger as a trait of being adult. Joy from work done.

School life through humour.

Recommended list of complete works to be examined.

Folklore. Myths (1–2). Russian fairytales. Estonian fairytales. Riddles. Proverbs and sayings. Legends of local origin (e.g., from Tallinn).

Fiction. Fables by Ivan Krylov; *Dubrovski* by Alexander Pushkin; *Mtsyri* by Mikhail Lermontov; *Wisdom of Children* and *The Prisoner in the Caucasus* by Leo Tolstoy; *Bezhin Meadow* by Ivan Turgenev; *Children, Boys* and *Kashtanka* by Anton Chekhov; *Kusaka* by Leonid Andreyev; poems by Ivan Bunin; *A Toad and a Rose* by Vsevolod Garshin; *Teddy* and *A Quiet Morning* by Yuri Kazakov; *White Poodle* and *Pianist* by Aleksandr Kuprin; *Thieving Tomcat*, *The Old Cook* and *The Old Man at the Station Cafeteria* by Konstantin Paustovsky; *Orache* by Vladimir Nabokov; *Three Fat Men* by Yuri Olesha; *Avenger* by Vladimir Soloukhin; *The Naked King* by Evgeny Shvarts; at least two recent prose works selected by the teacher; two freely chosen poetry books;

The Viper by Harri Jõgisalu, *Mart's Bread* by Jaan Kross, *Stainless Sword* by Eno Raud, *Agu Sihvka Reports* by Jaan Rannap, *Hedgehog* by Friedebert Tuglas, at least one prose or poetry work by a local author;

The Snail and the Rosebush and *The Nightingale* by Hans Christian Andersen, *The Cat that Walked by Himself* by Rudyard Kipling, *Snap* by Ernest Seton-Thompson, *The Adventures of Tom Sawyer* by Mark Twain, *The Hobbit* by J. R. R. Tolkien, *The Last Leaf* by O. Henry, *The Star-Child* by Oscar Wilde.

2.4.5. Learning and Educational Objectives of of Literature (for schools whose language of instruction is Russian) in the 3rd Stage of Study

After completing the 6th grade of study, students:

- 1) have read quality literature in different genres appropriate to their age, formed their moral beliefs through it and developed their reading skills;
- 2) understand the ideological and artistic features of the literary works covered and can characterise the specifics of their genres;
- 3) notice the figures of speech/tropes they have learned in literary text, explain their roles in it and use them in their own texts;
- 4) express their opinion on the works read and characterise the main problems in essays or reviews containing discursive elements;
- 5) read literary texts (or extracts) in an expressive way by following the pronunciation norms of the literary standard;
- 6) characterise the literary movements and trends they have learned in general and compare thematically similar works in Russian and world literature; and
- 7) use school and public libraries and the Internet to seek information on given subjects and for their own purposes if necessary.

2.4.6. Learning and Educational Content of Russian Language of Literature (for schools whose language of instruction is Russian) in the 3rd Stage of Study

Reading and paraphrasing

Learning Outcomes

The students:

- 1) have read at least 12 serious literary works appropriate for their age;
- 2) can read literary texts fluently and in a focused manner and recognise the value of reading;

- 3) present the author, contents, characters, problems message of a book they have read and compare it with some other work; and
- 4) are able to recount what they have read at different levels of specificity and from different perspectives.

Learning Content

Different methods of reading: slow reading, reading with comments. Analysis of the composition of different levels of prose and lyrical/epical texts. Articulate and expressive reading of poetry.

Different methods of narration: detailed, general, fragmentary and previously agreed. Personal attitude towards narrated text. Presentation and defence of personal opinion.

Linking elements of at least two texts of different genres in narration.

Text interpretation, analysis and figurative thinking

Learning Outcomes

The students:

- 1) define the main problems and ideas of a literary work;
- 2) discuss a work they have read with classmates, express and justify their opinions;
- 3) identify the key events and cause-consequence relations in literary works;
- 4) characterise the characters of a literary work;
- 5) bring out different ways of characterising them;
- 6) define the author's attitude towards the characters;
- 7) define the author's attitude towards the events depicted in a literary work;
- 8) discuss the works they have read with classmates and express and explain their opinions;
- 9) find the figures of speech/tropes (epithets, comparisons, metaphors, metonymies, hyperbola and litotes) they have learned in literary works and explain their role in literary texts; and
- 10) use figures of speech in their own texts.

Learning Content

Comprehending and interpreting text: finding keywords, identifying the positions of characters, determining the author's position in the text, etc.

Reflection on a subject matter discussed in a text: expressing a personal opinion on the content and structure of the text, argumentation for and defending one's position by referring to and quoting the work.

Analysis and interpretation. Division of a work into plot fragments, creation of plans, identification of episodes with different plot functions (description, portrait or psychological characterisation, monologues and dialogues), selection of episodes in a previously agreed manner.

Structure of literary works. Plot and composition, composition of characters, stylistic characteristics of the text.

Pose composition. Descriptive and narrative elements and their roles. Causal relationships in prose works.

Specific artistic features of works in different genres. Short story. Novella. Novel. Historical novel. Prose poem. Lyrical miniature.

Historical and literary knowledge and terms

Personage, character, literary prototype, main conflict of a work.

Human being as the main object of creative contemplation in literature. Literary work as the author's creation, the product of a writer's fantasy.

The relationship between author, narrator and character in a literary work. Characters of epic, lyrical and drama works. Autobiographical novel.

Characters' characterisation: socio-cultural, psychological and external. Historical and cultural conditionality of characters. Character's biography and evolution. Defining the functions of the character in a plot and analysing mutual relations between characters. Character's speech (monologue and dialogue). Comparing characters from different literary works (historical and cultural comparison and comparison of authors' poetics). Means of creating the character: portrait, author's characterisation, speech characterisation, description of the situation, etc. The specifics of depicting characters in drama. Defining the nature of main conflict (social and ethical).

Artistic space and time in poetic texts. Historical and cultural context of literary works. Text as an artistic whole.

Classicism. Romanticism. National romanticism. Romantic hero. Realism in literature.

Literature trends and movements at the beginning of the 20th century. New romanticism, new realism. Renewal of poetic language. Symbolism, acmeism, futurism in Russian literature. Poetry cycle and poetry book. Association of examined literary works with the main literature schools.

Trends and movements in Russian literature of the early 20th century. 'Neo-romanticism' and 'neo-realism'. Symbolism, akhmeism and futurism. Poetry cycle and poetry book. Association of examined literary works with the main literature schools.

Creative activity and presentation

Learning Outcomes

The students:

- 1) write summarising, narrative and descriptive texts as well as texts containing discursive elements with integral content and fluent wording;
- 2) write a reflective essay based on a literary work, expressing their opinions and supporting them with examples from the underlying text or from daily life, ensuring intelligibility of the contents, accurate formatting and compliance with orthography rules;
- 3) recite from memory a poetic, prose or drama text, striving for fluent, clear and textually accurate performance;
- 4) conduct an interview; and
- 5) compile and present book reports.

Learning Content

Miscellaneous independent presentations: presentation of an essay or a poem, participation in discussions about reading, keeping a reader's journal, preparation for a speech or presentation.

Creation of texts in different genres and for diverse purposes: essay, structured reflection, review of plays or films based on literary works comparing the original text with the staged or screened version. 'Translating' the text of literary works into the language of other forms of art (primarily theatre and film).

Selection of literature, main themes and problems for discussion

The selection of literary works for the third study stage is influenced by students' increased knowledge of history/literature and literature theory. The texts to be read and complete works to be examined are selected from Russian, Estonian and world literature to ensure representation of different eras, literature

movements, different types and genres of literature. The following topics and problems, which are suitable for discussion at this study stage, are also taken into account when selecting literary works.

Moral duties of human beings. The issue of mercy and compassion. Conflict between sentiment and duty. The issue of personal moral choice. Moral ideals and the reality of life. Moral dignity of human beings.

Growing up. Friends and enemies. First steps in self-awareness. Minor's relationships with grown-ups and peers. Conflict between generations. The meaning of breaking points in the development of personality and character. Perception of the world as an ordeal. The responsibility of human beings for others around them. The need for continuous self-education. Human beings in the family circle. Relations in the family. Family as the heart/central point of genuine human values.

Personality and time. The responsibility of human beings for the world they live in. Hero in the face of history. Social hypostases (aspects) of personality. Patriotism and love for freedom. Personal and group values. Clash between 'own' and 'foreign'. Alienation of people in the modern world. Timeless moral values.

'Own' and 'foreign' in culture. Diversity of cultures. National and regional cultures. Tolerant attitude towards different cultural phenomena. Diversity of contacts between representatives of different cultures. Customs and beliefs of different people. Respectful attitude towards other cultures. Uniqueness of national culture and its meaning for torch-bearers of culture. Preservation and development of the heritage, traditions and customs of Estonian national culture.

Creative work as a way of changing the world. Art and love as the highest values in human life. Lyrical writing as a reflection of a personal worldview. Lyric hero – the poet's 'double'.

Civil society and international relations. Me as a full member of society in Estonia. My roots. The links between the past, present and future in my life. Historical memory (historical events and traditions that shape/form/create historical continuity). Relations with other nations (contacts between Estonian and Russian people). Tolerance and respect towards others as the foundation of international contact.

Environment and sustainable development. Human beings and nature. The need to take a sustainable attitude towards animate and inanimate nature. Balance in nature. Nature as one of the highest values in human life.

Information environment, technology and innovation. Possibilities in seeking and sharing information today. Online resources as a source of information and a way of broadening one's horizons. Internet as a potential source of danger (conduct in online portals and effects on the language). Cinematography and photography as means of recording (preserving) history.

Recommended list of complete works to be examined.

Poems, *The Captain's Daughter* and *The Belkin Tales* by Alexander Pushkin; poems by Mikhail Lermontov; *The Government Inspector* and *The Overcoat* by Nikolai Gogol; *White Nights* by Fyodor Dostoyevsky; *Childhood* and *Boyhood* by Leo Tolstoy; *Mumu* and prose poems by Ivan Turgenev; poems by Fyodor Tyutchev; poems by Afanasy Fet; *The Wild Beast* by Nikolai Leskov; *A Chameleon* and *Fat and Thin* by Anton Chekhov; poems by Alexander Blok; poems by Anna Ahmatova; poems by Vladimir Mayakovsky; *Junkers* by Aleksandr Kuprin; *Old Izergil* and *In the World* by Maxim Gorky; *The Youth* by Leonid Andreyev; *Heart of a Dog* by Mikhail Bulgakov; *A Slice of Life* by Vladimir Nabokov; *The Dragon* by Evgeny Shvarts; *What a Pity* by Aleksandr Solzhenitsyn; *Destiny of a Man* by Mikhail Sholokhov; *The Date* by Aleksandr Vampilov; *Fancy Man* by Vasily Shukshin; at least three recent prose works selected by the teacher; three freely chosen poetry books.

Kalev's Son by Kreutzwald, *The Avenger* by Eduard Bornhöhe, poems by Lydia Koidula, *The Spring* by Oskar Luts, *Their Son* by Eduard Vilde, *Little Illimar* by Friedebert Tuglas, *Goodbye*, *Yellow Cat* by Mati Unt, at least one prose or poetry work by a local author.

Robinson Crusoe by Daniel Defoe, *Romeo and Juliet* by William Shakespeare, poems by Byron, *Ivanhoe* by Walter Scott, *The Adventure of the Dancing Men* and *The Red-Headed League* by Arthur Conan Doyle, *White Fang* and *To the Man on Trail* by Jack London, *Death of a Hero* by Richard Aldington, *the Veldt* by Ray Bradbury.