

<b>Title</b>	<b>Evaluate approaches to teaching reading to adults with reading difficulties</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>8</b>

<b>Purpose</b>	<p>This unit standard is for people with expertise in adult literacy education whose prime purpose is to improve the literacy of learners in a range of settings: training, educational, community or workplace.</p> <p>People credited with this unit standard are able to: analyse current research on difficulties with reading, experienced by adult learners; describe the characteristics of various patterns of reading difficulties; describe factors that impact on identification of reading difficulties; and evaluate approaches to teaching reading in relation to adults with reading difficulties.</p>
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<b>Classification</b>	Adult Education and Training > Adult Literacy and Numeracy Education
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<b>Available grade</b>	Achieved
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**Explanatory notes**

- 1 For the purposes of this unit standard, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.
- 2 *Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008), *Learning Progressions for Adult Numeracy* (Tertiary Education Commission, 2008), and supporting professional development resources should be referred to within the context of this unit standard.
- 3 **Definition**  
*Learning activities* refer to opportunities between educators and learners, or learners and learners, to apply teaching methods and use resources which promote new or enhanced understanding of concepts.

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## Outcomes and evidence requirements

### Outcome 1

Analyse current research on difficulties with reading, experienced by adult learners.

#### Evidence requirements

1.1 Current perspectives and definitions of reading difficulties are provided and justified in relation to adult literacy education in New Zealand.

Range perspectives may include but is not limited to – information processing, cognitive, developmental, motivational and social perspectives;  
definitions may include but are not limited to – dyslexia, dyspraxia, intellectual disabilities, poor readers, 'Matthew effects';  
evidence of three perspectives, three definitions.

1.2 Causes of reading difficulties are described in relation to historical and theoretical backgrounds.

Range causes may include – intrinsic (eg biological), extrinsic (eg environmental), interactive (eg contextual), instructional (eg social, educational, political), complex interplay;  
evidence of three causes across three backgrounds.

1.3 Causes of reading difficulties are analysed in terms of the implications for adult literacy teaching and learning practice.

Range analysis includes – attitudes, roles of tutors, roles of learners.  
evidence of three causes.

### Outcome 2

Describe the characteristics of various patterns of reading difficulties.

#### Evidence requirements

2.1 The stages of reading acquisition are described from emergent literacy to proficient reading in terms of the comparison between good readers and poor readers.

Range description includes – phonological awareness, phonics/alphabetic principle, word recognition, comprehension.

2.2 The characteristics of various patterns of reading difficulties are described.

Range patterns include difficulties with – phonological awareness, word recognition, comprehension.

- 2.3 Patterns of reading difficulties are described in terms of the implications for adult learners' lowered motivation, limited reading practice and negative learning expectations.

### Outcome 3

Describe factors that impact on identification of reading difficulties.

#### Evidence requirements

- 3.1 Methods of identifying reading difficulties are described.

Range methods may include but are not limited to – norm-referenced, criterion referenced, trial teaching, contextualised tests, systematic observation; evidence of four methods.

- 3.2 Factors that impact on identification and assessment of reading difficulties are described in relation to their influence on adult reading development.

Range factors may include but are not limited to learners' – visual processing, phonological and semantic recording, short term memory defects, contextual difficulties, language difficulties, meta-cognitive difficulties.

### Outcome 4

Evaluate approaches to teaching reading in relation to adults with reading difficulties.

#### Evidence requirements

- 4.1 Three approaches to teaching reading are compared and evaluated in relation to teaching adults with reading difficulties.

Range approaches to teaching reading difficulties include – whole language, code emphasis, balanced approaches.

- 4.2 A range of teaching and learning activities underpinned by research-based reading strategies are evaluated in terms of their effectiveness for overcoming reading difficulties for adult learners.

Range activities include those which promote – goal setting, developing phonological awareness, word recognition, comprehension; evidence of six activities.

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**This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.**

**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	15 April 2011	31 December 2018
Rollover and Revision	2	20 June 2013	31 December 2018
Review	3	15 September 2016	31 December 2018

**Consent and Moderation Requirements (CMR) reference**

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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