

|              |                                      |                |          |
|--------------|--------------------------------------|----------------|----------|
| <b>Title</b> | <b>Read texts with understanding</b> |                |          |
| <b>Level</b> | <b>1</b>                             | <b>Credits</b> | <b>3</b> |

|                |   |
|----------------|---|
| <b>Purpose</b> | This is a unit standard to assess aspects of literacy in English language. People credited with this unit standard are able to read texts with understanding. |
|----------------|---|

|                       |                                      |
|-----------------------|--------------------------------------|
| <b>Classification</b> | Core Generic > Work and Study Skills |
|-----------------------|--------------------------------------|

|                        |          |
|------------------------|----------|
| <b>Available grade</b> | Achieved |
|------------------------|----------|

### Guidance Information

- 1 For the purposes of this unit standard, *literacy* is defined as: the written and spoken/signed language people use in their everyday life, learning and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Literacy standards are not the same as English, English Language, or Communication Skills standards.

This is one of three unit standards for literacy. The other two are:

- Unit 26625, *Actively participate in spoken interactions*
- Unit 26622, *Write to communicate ideas for a purpose and audience.*

- 2 Evidence must be gathered on the basis of naturally occurring evidence from a range of real contexts. Therefore assessment for this unit standard must not be one-off assessment events designed specifically for this purpose.

Naturally occurring evidence must be derived from activities within a learning programme and/or from a candidate's actual work performance and/or everyday life. It is important the candidate is made aware that evidence of competence may be gathered while undertaking their study or work and that this does not create undue stress for them. The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. Naturally occurring evidence may take the form of a portfolio where the evidence has been verified. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

Real contexts are part of the candidate's everyday life and may include their classroom, their workplace, and other contexts.

Evidence gathered from:

- a candidate's classroom may be sourced from different subjects or courses, or from different topics or aspects of the same course

- a candidate's workplace may be sourced from an employment focus (i.e. relating to employment documentation and conditions) or from a job-performance focus (i.e. regular work tasks)
  - other contexts may be sourced from a candidate's involvement with family, sport, leisure, or community.
- 3 The assessor must be satisfied that the candidate has demonstrated an ongoing transferable competency against the unit standard as a whole, over a period of at least one month. All performance criteria of the standard must be met for each of at least three separate reading texts, except that only one needs to contain implicit ideas (refer performance criteria 1.2).
- 4 For the purposes of this unit standard, texts are written documents (not visual or oral). The reading texts must be of sufficient length and complexity to provide adequate evidence of competence. Suitable texts will require learners to use the skills outlined at koru/step 4 on the *Read with Understanding* strand of the *Learning Progressions for Adult Literacy*, available at <https://ako.ac.nz/alnacc>. At all times the quality of the texts, considered as a whole, is more important than length.
- 5 Evidence for this unit standard may be presented in any format, including – written, oral, visual.
- 6 Candidates may use paper or electronic resources to assist their reading, including dictionaries. Candidates may not have the text read out to them by a person or any type of technology.
- 7 Definition  
*Text type* refers to different forms of writing, such as explanations, narration, instructions, arguments, description, reports.

## Outcomes and performance criteria

### Outcome 1

Read texts with understanding.

Range at least three texts of at least two different types.

### Performance criteria

1.1 Information relevant to reader's purpose is located within the text.

1.2 Text is summarised in terms of its ideas with supporting evidence.

Range explicit ideas must be summarised for each text; implicit ideas must be summarised for one text.

1.3 Text is described in terms of writer's purpose.

1.4 Text is evaluated with supporting evidence in terms of reader's purpose.

Range evaluation may include – usefulness, interest, validity, credibility.

|                            |                  |
|----------------------------|------------------|
| <b>Planned review date</b> | 31 December 2025 |
|----------------------------|------------------|

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

| Process               | Version | Date              | Last Date for Assessment |
|-----------------------|---------|-------------------|--------------------------|
| Registration          | 1       | 20 August 2010    | 31 December 2014         |
| Revision              | 2       | 15 January 2014   | 31 December 2019         |
| Rollover              | 3       | 21 May 2015       | 31 December 2019         |
| Review                | 4       | 18 May 2017       | 31 December 2019         |
| Revision              | 5       | 28 September 2017 | N/A                      |
| Rollover and Revision | 6       | 27 January 2022   | N/A                      |

|  |      |
|--|------|
| <b>Consent and Moderation Requirements (CMR) reference</b> | 0113 |
|--|------|

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

#### Comments on this unit standard

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.