

Title	Read and understand a simple English language written text in an everyday context		
Level	1	Credits	5

Purpose	<p>People credited with this unit standard are able to read and understand a simple English language written text in an everyday context).</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners who have a basic command of English.</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Level 1) [Ref: 1880].
- 2 It is recommended that:
 - i. outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
 - ii. assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at: <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications, and assessment conditions and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language.
- 6 Assessment must be conducted in a supportive environment. Learners may request assistance to understand the requirements of the assessment task.
- 7 Learners may use a bilingual and/or an English dictionary.

- 8 Learner responses may be oral or written, as relevant and appropriate. Responses may contain phonological, textual, or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses reading skills, not spoken or written skills.
- 9 A range of item response types must be used across tasks. This may include short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- 10 For this unit standard the written text:
- i must be approximately 200-250 words;
 - ii may have complementary illustrations or diagrams. If so, these must be placed so that the relationship between text and illustration is clear to the learner;
 - iii must be familiar and relevant but must not have been seen by the learners prior to the assessment;
 - iv may be an abridged version designed for learners;
 - v must be guided by the first 1000 words of the *New General Service List* <https://www.newgeneralservicelist.com/>.
- 11 Guidelines for preparing submissions for moderation can be found at: <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 12 Definitions
- Description* refers to a description of a place, person or thing, beginning with a general statement of the topic, followed by detail.
- Essential vocabulary* refers to vocabulary that is necessary to understand the text, typically content words that relate to the topic.
- Everyday contexts* are of immediate need and relevance to the learner e.g. self, family, home, daily routines.
- Information text* refers to writing that classifies and/or presents information that is stated without any personal involvement.
- Key information* refers to the most important information in texts.
- Read* means that the learner can extract meaning from written or printed text. This is a separate skill from reading aloud, which is a presentation skill.
- Recount* refers to the retelling of past events. It contains an orientation, a record of events in a clear chronological sequence, and reorientation, using past tense verb forms.
- Simple English language written text* refers to a text that includes a number of ideas presented in simple and compound sentences and may include single words and phrases.
- Specific information* refers to discrete items, for example, dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).
- Supporting details* refer to additional information that explains, develops, or illustrates the speaker/writer's main idea, for example, reasons, causes, examples.

Outcomes and performance criteria

Outcome 1

Read and understand a simple English language written text in an everyday context.

Range Text type may include but is not limited to a description, information text, recount.

Performance criteria

1.1 Key information from the text is identified.

Range information from a description or information text includes main ideas, supporting details, or specific information;
information from a recount includes participants, setting, sequence of events;

five items of information

1.2 The meaning of essential vocabulary used in the text is identified.

Range eight words and/or phrases.

Planned review date	31 December 2029
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.