Title	Read and understand a text on a familiar topic (EL)		
Level	3	Credits	5

Purpose	This unit standard is for people for whom English is an additional language.

People credited with this unit standard are able to read and understand a text on a familiar topic (EL). |

Classification	Languages > English Language

Available grade	Achieved, Merit, and Excellence

Criteria for Merit	Clear understanding of written text is demonstrated by locating and linking the main ideas and supporting details.

Criteria for Excellence	Thorough understanding of written text is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the writer, with evidence from the text.

Prerequisites	Unit 30995, *Read and understand a straightforward text on a familiar topic* (EL), or demonstrate equivalent knowledge and skills.

Guidance Information

1   *English Language (EL)* refers to the acquisition of English as an additional language.

2   This unit standard can be awarded with an *Achieved, Merit,* or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the candidate must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the candidate must meet the *Achieved, Merit* and *Excellence* criteria.

3   This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) high B1. It is intended for learners with increasing independence in English. A structured overview of all CEFR related scales can be found at http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales.

4   This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate text, task specifications and assessment conditions and can be found at http://www.nzqa.govt.nz.

5   All assessment activities must be conducted in English, which must not be the candidate's first language.

6   The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.

7   It is recommended that:
    i   the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
    ii   assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

8   Candidates may use a bilingual and/or an English dictionary, but must not use electronic devices, other than for word processing.

9   Candidate's responses may be oral, written or visual, as relevant and appropriate. Responses may contain textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not spoken or written skills.

10   A range of item response types must be used across tasks. This may include, but is not limited to – short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.

11   For this unit standard, texts:
    i   must be approximately 550 - 600 words;
    ii   must be authentic, according to the text type used;
    iii   may have complementary illustrations or diagrams. If so these must be placed so that the relationship between text and illustration is clear to the candidate;
    iv   must be reasonably familiar and relevant, but must not have been seen by the candidate prior to the assessment;
    v   may be abridged versions designed for language candidates;
    vi   must be guided by the first 2000 words of *New General Service List.*

12   Reference
Browne, C., Culligan, B., Phillips, J. (2013). *New General Service List*, Cambridge University Press.

13   Assessment support material for *English Language* unit standards can be found at www.nzqa.govt.nz.

14   Definitions
Familiar topic refers to a topic that is well known and relevant to the candidate.
Grammatical cohesive devices refer to the use of language to relate ideas and information and make links between different parts of a text. Examples of

grammatical cohesive devices are reference, substitution and ellipsis and text connectives.

Information text refers to writing that classifies and presents information. It contains a logical sequence of facts that are stated without any personal involvement.

Lexical cohesive devices refer to relationships between vocabulary items which enable readers to make links between items in a text and track how meaning is developed. Examples of lexical cohesive devices are the use of synonyms, antonyms, repetition of key words, collocation, class/sub-class relationships, and whole/part relationships.

Main ideas refer to the most important or central thought of a paragraph or larger section of text.

Persuasive text refers to the use of words to convince the reader of his/her view regarding an issue. It contains a statement of viewpoint, supporting evidence and restatement of viewpoint.

Recount refers to the retelling of past events. It contains an orientation, record of events in a clear chronological sequence, and reorientation, using past tense verb forms.

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 text on a familiar topic (EL).

Range   text type may include but is not limited to – information, persuasive, recount.

Performance criteria

1.1   Understanding of written text is demonstrated by identifying and linking the main ideas and supporting details. Connections are made within and across sentences.

Range   minimum of three main ideas and three supporting details; connections may include but are not limited to – causal, sequential, comparative, additive, and exemplification through lexical and grammatical cohesive devices; minimum of ten words and/or phrases.

Replacement information	This unit standard replaced unit standard 28056.

Planned review date	31 December 2023

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	N/A

Consent and Moderation Requirements (CMR) reference	0226

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 if you wish to suggest changes to the content of this unit standard.