

Title	Read and understand an English language written text on a familiar topic		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to read and understand an English language written text on a familiar topic.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Clear understanding of the written text is demonstrated by locating and linking the main ideas and supporting details.
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Criteria for Excellence	Thorough understanding of the written text is demonstrated by independently identifying the main points and relevant supporting details and the links between them.
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].
- 2 It is recommended that:
 - i the 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 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 learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit*, and *Excellence* criteria.

- 4 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>.
- 5 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/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 7 All assessment activities must be conducted in English, which must not be the learner's first language.
- 8 Learners' responses may be oral, written, or visual, as relevant and appropriate. Responses may contain 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/not given, sorting, matching, gap-fill, and open-ended questions requiring explanation and interpretation.
- 10 Learners may use a bilingual and/or an English dictionary.
- 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 learner;
 - iv must be reasonably familiar and relevant, but must not have been seen by the learner prior to the assessment;
 - v may be abridged versions designed for language learners;
 - vi must be guided by the first 2000 words of the *New General Service List* <https://www.newgeneralservicelist.com/>.
- 12 Definitions

Connections refer to the links between ideas signalled by grammatical and lexical cohesive devices.

Familiar topic refers to a topic that is well-known and relevant to the learner.

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 that 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 keywords, 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 an English language written text on a familiar topic.

Range text may include information, persuasive, recount.

Performance criteria

1.1 Main ideas and specific details of a written text are identified, and connections are made within and across sentences.

Range at least three main ideas;
at least three specific details;
connections may be causal, sequential, comparative, additive, and exemplification through lexical and grammatical cohesive devices.

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.