

Independently read texts for practical purposes and to gain knowledge

Level 1

Credits 6

Purpose People credited with this unit standard are able to independently read simple texts for practical purposes, and to gain knowledge.

Subfield Communication Skills

Domain Reading

Status Registered

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Replacement information This unit standard replaced unit standard 2977.

Entry information Open.

Accreditation Evaluation of documentation by NZQA.

Standard setting body (SSB) NZQA National Qualifications Services

Accreditation and Moderation Action Plan (AMAP) reference 0023

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

Special Notes

- 1 This unit standard only requires written communication to demonstrate performance where it is specified in the performance criteria. In general responses may be oral, non-verbal, or written according to the abilities of the candidate.
- 2 *Read* means the candidate can extract meaning from printed or electronic text. It is not a test of memory. The demonstration of the ability to extract meaning from text is the performance required to demonstrate competence. This is separate from reading aloud, which is a presentation skill.

- 3 Texts used in this unit standard:
- provide practical information in everyday words in contexts which are recognisable to the learner
 - may have complementary illustrations or diagrams
 - use a variety of sentence structures including simple and compound sentences and complex sentences which have no more than two clauses in total
 - may use some technical terms
 - have a clear sequence with a beginning, middle, and end
 - use the usual conventions for that genre so that it is totally predictable and authentic.

Range sequence, layout, vocabulary, structure, tense, register be part of the everyday life and interests of the candidate.

- 4 Candidates may at any time use a bi-lingual and English dictionary to assist them.

Elements and performance criteria

Element 1

Independently read simple texts for practical purposes.

Performance criteria

- 1.1 Evidence is present of independent reading.
- 1.2 Evidence is present that the text has been understood.
- 1.3 The purpose of the text is identified from the layout and headings.
- 1.4 Key areas the text will cover are predicted.
- 1.5 Any abbreviations used are interpreted.
- 1.6 Key information is identified.
- 1.7 Prior knowledge of the subject is linked to the information in the text.

Element 2

Independently read texts to gain knowledge.

Range a minimum of three different text types that may include but are not limited to material from – textbooks, non-fiction, information sheets, encyclopaedias/wikipedia, and subject reference materials written predominantly in everyday language.

Performance criteria

- 2.1 Evidence is present of independent reading.

- 2.2 Evidence is present that the text has been understood.
Range subject matter, main point(s), relevant details.
- 2.3 Key words and phrases are interpreted.
- 2.4 Key sentences are identified.
- 2.5 The purpose of the text is identified and the content predicted using the layout, illustrations, diagrams, and headings.
- 2.6 Prior knowledge of the subject is linked to the information in the text.

Please Note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP 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.

Comments on this unit standard

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