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| To Gain Level 1 Literacy:  Students Must Achieve All 3 of These Unit Standards | | |
| **Unit Standard 26622:**  **Write** to communicate ideas for a purpose and audience | **Unit Standard 26624:**  **Read** texts with understanding | **Unit Standard 26625:**  Actively participate in **spoken** interactions |
| Level 1 | Level 1 | Level 1 |
| **Domain:** Core generic > Work and Study Skills | **Domain:** Core generic > Work and Study Skills | **Domain:** Core generic > Work and Study Skills |
| **Credits:** 4 | **Credits:** 3 | **Credits:** 3 |
| **4 + 3 + 3 = 10 credits needed for Level 1 Literacy!** | | |
| **Find the standards here:**  <https://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=76443#units> | | |
| **Remember:**   * 3 pieces of writing * 2 different purposes * Approx 500 words across all 3 pieces * 1 piece must be 200+ words * At least 1 piece paragraphed | **Remember:**   * 3 texts read * 2 different text types | **Remember:**   * 3 in total * 2 interactions CAN be on topics familiar to candidate * 1 interaction MUST be on less familiar topic * All unscripted * All face to face interactions:   + At least 1 one-to-one   + At least 1 small group situation   + 2 may be electronic eg Skype or Facetime |
| **Sufficient complexity:**  Look for the descriptors with 4 fronds on the pikopiko (ie **step 4** of the Adult Learning Literacy Progressions) on pages 22-27 of this pdf doc:  <https://ako.ac.nz/assets/Knowledge-centre/ALNACC-Resources/Learning-progressions/9cd65f48d5/ALNACC-Background-Learning-Progressions-for-Adult-Literacy.pdf> | **Sufficient complexity:**  Look for the descriptors with 4 fronds on the pikopiko (ie **step 4** of the Adult Learning Literacy Progressions) on pages 17-21 of this pdf doc:  <https://ako.ac.nz/assets/Knowledge-centre/ALNACC-Resources/Learning-progressions/9cd65f48d5/ALNACC-Background-Learning-Progressions-for-Adult-Literacy.pdf> | **Sufficient complexity:**  Look for the descriptors with 4 fronds on the pikopiko (ie **step 4** of the Adult Learning Literacy Progressions) on pages 13-16 of this pdf doc:  <https://ako.ac.nz/assets/Knowledge-centre/ALNACC-Resources/Learning-progressions/9cd65f48d5/ALNACC-Background-Learning-Progressions-for-Adult-Literacy.pdf> |

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| **Evidence Requirements**  **Unit Standard 26622:**  **Write** to communicate ideas for a purpose and audience | **Evidence Requirements**  **Unit Standard 26624:**  **Read** texts with understanding | **Evidence Requirements**  **Unit Standard 26625:**  Actively participate in **spoken** interactions |
| **1.1 Ideas expressed** are appropriate to purpose and audience.    **1.2 Organisation** of ideas is appropriate to purpose and text type.  *Range: at least one text must be continuous and paragraphed; all texts should be paragraphed if the length or text type require it.*  **1.3 Language** is appropriate to purpose and audience.  **1.4 Written texts demonstrate sufficient technical accuracy** to communicate the purpose to the intended audience.    *Range: technical accuracy – verb tense, subject-verb agreement, spelling, punctuation* | **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.* | **1.1 Behaviours demonstrate participation** in the interaction.  *Range of behaviours: verbal, non-verbal; participation – contributing ideas, sustaining dialogue; contributing ideas may include but is not limited to – initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints; sustaining dialogue may include but is not limited to – asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact.*  **1.2 Participation** in interactions is appropriate to intended purpose and participants.  *Range: appropriateness of – behaviour, language, tone; intended purpose may include but is not limited to – to persuade, to understand, to achieve consensus or to negotiate, to share ideas and information.* |