Figure 2: Explaining the Component Parts of a Learning Benchmark

**Ability Statements**
These are concise statements of reading competencies that students should be achieving during a specific time interval.

- Students know the dependent vowels of the alphabet
- Reading Skill: Phonemic Awareness

**Sample Activities**
- When given a word representing a concrete object, student can give the vowel sound in that word
- When a vowel letter card is shown, students can say the name of the vowel that is shown
- When students hear a vowel sound, they can point out a vowel card that shows the vowel symbol
- Students can classify a group of picture cards according to the vowel sound that the teacher has stated

**Assessment**
To test student on this ability, use *Assessment XXX*

**Reading Skill Statement**
This indicates one of 5 key reading skills that children must know including phonics, phonemic awareness, vocabulary, fluency, and comprehension.

**Content Summary**
This is a summary of the content that children must learn for a given interval such as letters, diacritics, etc.

**Sample Activities**
These are examples of specific tasks that exemplify the Ability Statement. If the student can successfully complete one or more tasks, it suggests that they have achieved the Ability Statement.

**Assessment Tools**
This refers to the testing tools in the Annex that teachers can use to formally assess the Ability Statement. Depending on the reading skill, some tests are written and some are oral.

**Learning Tools**
This refers to particular games and learning aids that a teacher can use to promote the acquisition of specific Abilities.

Explanation: Each reading benchmark in this booklet consists of six key parts. These are listed and explained in the diagram above, using Benchmark 1A shown on page 7 of this document.