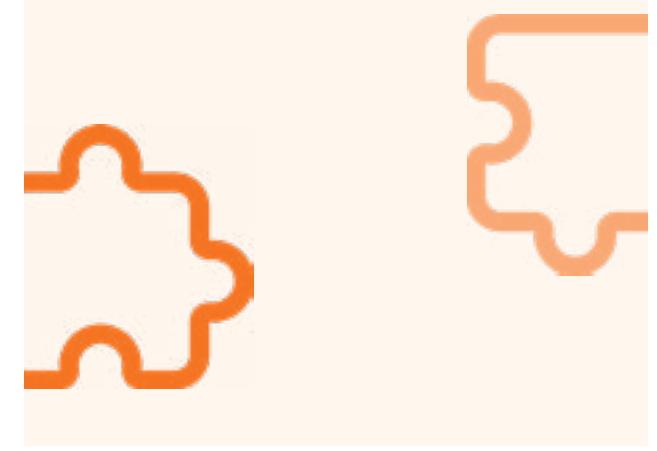


Partes de la estructura

1

El beso o
so. es a. o
a. so, so e
ta bé te e a
fe aco t a.



2

Los cocinos de
estructura a e a
se da e ase
de a o. a a a t
de a e e a.



3

Las destapas de la
estructura o e.
cocinos — ota tes
a. a. a. co e só de a
estructura — seta sfee a
ot as e as a t a és de a
e se a a e cta.



4

El desarrollo de la
estructura debe se
conectada a
de a e se a a de a
estructura.



6

El desarrollo de la estructura
e. a. e. a. de e. se a. a. se a. a. a.
e. e. e. do, de a. e. a. co. t. a., a.
e. a. a. te. a. de. e. s. t. d. a. te.

7

El estado de la estructura
as e e e ca co ta as
de os est da tes fa o ece
es tados t os a a o a o.

1

La **es** a a de
a.ect a co base
ce t fca **s** a
c **es** tó de e dad.

2

A **e** de a .ee de
a e a co **te** tee
c a. e do a e e e

4

E do a a.ect a
es a. o at a., **o** o e
debe **se** a **s**ede a e a
sste át ca e **ta**.

Science of Reading



1

Science-based
reading instruction
is a matter of fact.

2

Learning to read
is a process, a
science-based
approach to
teaching reading.

4

Reading is a science
based on research
and evidence.
It is not a matter of
opinion.

5

Basic reading skills
are not innate
and must be
taught systematically
and explicitly.

6

Foundational skills
are essential for
reading success.
They include phonics,
fluency, and comprehension.

7

Understanding
reading is a science
based on research
and evidence.