

The Importance of Reading in Public School Student Learning

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Abstract: Reading is of fundamental relevance in the acquisition of the knowledge of the individual, for his understanding of the world and socio-cultural development. Reading makes the subject belong to a medium that is renewed daily through his thoughts and ideas, being able to new challenges and building his own intellect. It is the role of the educator to provide the learners with different reading materials and at the same time to create strategies that lead them to maturity and autonomy in the issues of reading. The school environment and teachers need to stimulate and instill in the student a taste for reading. For the accomplishment of the present study we opted for the method of bibliographical revision with references made on the basis of books, scientific articles, texts and periodicals published in electronic address and, also, in documentary research. Such research arose from the need to reflect on the importance of reading for student development and how the habit of reading is still deficient in public education in Brazil. Because a large number of authors approach this subject, this study can be complemented and extended in the long term, with more theoretical basis.

Key words: reading, learning, student

1. Introduction

Reading has a fundamental role both in the significant contribution of the formation of the individual and in the influence of social analysis on a daily basis and, in a unique way, in the diversification of interpretations about the world in which he lives.

The act of reading is considered a fundamental part of the subject's knowledge, since it bases the abilities and interpretations, thus enabling the understanding of the other and everything around him in the world. The textual references are the main means by which it is possible to acquire and format relevant positions, providing the questioning of the potentiality and opinions of other authors and thus being able to carry out a reflection of concepts and conclusions.

According to Silva (2015), the teacher has the main role of making a collective reflection on his cultural baggage, observing new horizons, improving and developing the learning mechanism, in order to promote interdisciplinarity and the planning of its activities with harmony and coherence, to apply to its practices professionals.

It is imperative that the teacher of Basic Education seek, in the exercise of his profession, to highlight for his students the importance of reading in the formation of the individual, leading them to the perception of reading and

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writing not as mechanistic acts, but as fundamental processes for subject information. Therefore, this is the basis on which it becomes possible to construct a large part of the knowledge needed to appropriate knowledge in people's lives. Several evaluation instruments show that a significant portion of the students of the Brazilian public school system present great difficulty to read. Many of them go through school without at least fully appropriating reading, making that reality even more worrying.

It is noteworthy that what is lacking in the discussions about reading is a greater articulation among the teachers of the various areas of knowledge, so that the school enables the student to master the reading processes. The question that led to this research was the following: How important is the use of reading for the teaching process of the public school student?

This study arose from the need to reflect on the importance of reading in the student's school development. As a result, it is necessary to verify the professional's eyes on the activities of reading and comprehension of text developed in his pedagogical praxis. Thus, this work has as main objective to reflect on the reading habits of students in public education, which is still very deficient in Basic Education in Brazil. It has the following specific objectives: To analyze the stimuli and reading skills, proficient of the students who need to improve the habit of reading in the school environment; Discuss the role of the teacher and the school in encouraging the student's liking to read; Evaluate about the activities of reading and the knowledge that the students develop in the school to reach a critical sense in relation to the sociocultural context.

The option for teaching the public network is due to the fact that it is a level of Basic Education that has aroused interest due to the constant changes that have been going on in recent years, thus enabling the analysis of the development of language skills, skills and strategies essential for reception, reading of literary texts, with transposition into playful language, with a view to the integral formation of the student beyond the walls of the school.

2. Development

2.1 Understanding on Reading

During his evolutionary history, man was creating the conditions to become a social being. Among these conditions stands out communication, which has developed along with the advances of society and which has always been used as a means of information and an instrument of domination. More than ever, communication has become the fundamental method in the formation of a citizen who is critical and conscious of his role in the world in which he lives.

According to the SCG - State Curricular Guidelines (2008), reading benefits in the development of critical actions leading the student to interpret the subject present in the texts and also adopt a responsive attitude towards them. In reference to the understanding of the world and the various possibilities of deciphering the facts and unraveling them, it may be allowed to choose which of the values will be added to the personal experience and which must be rethought for the transformation of the own society. Among the infinite information with which the person is receiving daily, are the main ones, which are: values, principles and conceptions that sustain them.

In the age of globalization, it is well known that technological advances and information are renewing at an overwhelming speed, and those who do not have a development in communication capacity can stay on the sidelines of all these changes.

According to Bamberger (2002), Reading favors the removal of much-talked-about educational barriers,

granting fairer opportunities for education primarily through the promotion of language development and intellectual exercise, and enhances the possibility of normalizing an individual's personal situation (Bamberger, 2002, p. 11)

Currently, social exclusion is an integral part of the social environment and can be reflected also in the school community, as Silva (2015) says, that the teaching method in Brazil presents itself as a process of transferring responsibilities, that is, in many students are progressing to the following grades without proper knowledge of the previous grades and as a consequence they are not able to interpret or create a critical positioning in relation to texts that circulate in and out of school, generating negative consequences, such as : the feeling of incapacity, repetition and, in many cases, school dropout.

Freire (2008, p. 13) states that "... the reading of the world always precedes the reading of the word and the reading of the word implies the continuity of reading the word". In this way the learning process of reading is of fundamental importance for the individual to better understand what is going on around him, allowing the subject to approximate with the knowledge, broadening the understanding, giving meaning to the word world, allowing to situate itself in the society in a more participative way, in order to establish the relations between what already knows, with the idea of the other, thus enabling the expansion of their knowledge.

However, proposing the discussion of the subject, one can notice the configuration of three basic levels of reading, which are possible to be defined as: sensorial, emotional and rational. In order for these principles to be studied, it is necessary that there be a dedication and interest on the part of the teacher to work with the reading and of utmost importance that leaves from him this willingness to carry out a reading work that influences in the students' involvement (Lajolo, 2011)

Giroto (2015) states that the act of reading is related in a well-defined purpose of the teacher's practice, is always prepared, trying to read a lot, is always informed so that it has subsidies for the student to have clarity at the moment of reading: knowing what you are reading and what you are reading. Encouragement of the taste for reading should begin at school, making students feel the pleasure of reading.

Silva (2015) says that:

"[...] by experiencing reading, the reader performs an act of understanding the world. In fact, the basic purpose of any reading is the apprehension of meanings mediated or fixed by written discourse, that is, the understanding of the horizons written by a certain author in a given work." (Silva, 2015, p. 43).

Reading should always be present in the school environment, as it is directly linked to the student's educational performance. It is the duty of the teacher to mediate the student in the process of organizing the activities aimed at their development of reading in the classroom where, consequently, will provoke the taste of reading for a lifetime.

In this way, one can see the importance of the practice of reading in the life of the individual, which besides being an object of information and assisting in the formation of Basic Education, also becomes a fundamental instrument in the education process. The more inserted the reading in student life, the greater is the interest in understanding the world, for the formation of thought.

2.2 The Teacher and The Formation of Students Readers

According to Zulim (2015), the teacher is the main responsible for thinking and creating situations for the development of reading, resulting in the incentive of the will to research and know when he says:

[...] It is possible that, in this way, we are contributing to the formation of more autonomous and competent readers, without thinking of reading as a school obligation, but as a tool with which one acquires knowledge for a

life. We think this is fundamental because to read is to construct a conception of the world, is to be able to understand, analyze and position itself critically against the information collected, which allows the reader to exercise, in a more comprehensive and complex, his role as subject of the own story (Zulim, 2015, p. 23).

It is through reading that the student will build knowledge, diversify his vocabulary, know other thoughts so that he can appreciate and comment on the various subjects that circulate around him.

The role of the teacher is of fundamental importance for students to approach the world of reading and learning, as Kramer (2013) says when he says:

(...) it is through his hand and mediation that the child will approach the unknown and develop new hypotheses about the understanding of something still unnamed. Without a prior pedagogical concern, the child begins his/her learning process (Kramer, 2013, p. 21).

According to Grossi (2013), it is important that the student develops the habit of reading even if this habit is not in a conventional way, since this activity performed in a normal way by the teaching professional can be considered as a positive and pleasurable strategic tool, which can lead the student to expand their knowledge and increase their interest in the most diverse information, thus consolidating in a natural way new skills linked to the learning process in school age.

A new look is being attributed to the reading process, as reported in the State Language Curriculum Guidelines of the State of Paraná (2008):

The cognitive processes and the way of reading in this sphere also change (...). In the digital environment, time, rhythm and reading speed change (...). The reading of the digital text requires, in front of so many electronic media, a dynamic, active reader that selects quantitatively and qualitatively the information (...) (Dce, 2008, p. 297).

In this way, the reading teaching process, with both printed and digital materials, must be continuously present in the school environment, since the reading process is slow, and the teacher's technological advances that have become a very helpful tool for the teacher. It is also emphasized that without an effective and adequate methodology for the teaching of reading acquisition and that only the use of the technologies is not enough to keep the student concentrated. Zulim (2015) says:

Read with students and students: There are two positive attitudes that collaborate to form the reader. The statement implies in a teacher reader that, when opening space of literary reading in its classes, also uses this space to read. And so, it encourages the class to read another book, either by title or because it is seen as an example. In addition, dispensing a "time" at the beginning, at the end of the class, or even before releasing the class to the break, reading to students a story, a chronicle or a well chosen poem, capable of enchanting, also contributes, and much, to form readers (Zulim, 2015, p. 14).

It is worth emphasizing that no matter what the way used to do reading in the classroom, what really matters is the teacher's mediation, as well as the improvement and dynamization of their pedagogical actions, thus enabling a new way of assisting the development of the student to practice reading.

Good techniques and methods, which should be applied in reading work, the teacher's motivations and the reading materials, make the students respect the reading and, consequently, allow the teacher to discover something that refers to the interior of their students, making work easier and more productive. However, for this, the teacher needs to understand that teaching to learn to read and write are complex but fundamental and pleasant tasks, if there is the involvement of teacher and student in order to acquire knowledge of both reading and other areas of curricular knowledge (Bacha, 2014).

When planning activities for students, the teacher needs to diversify reading resources, using games, labels, packaging, short stories, songs, poetry, etc. Teacher practice is the main factor in encouraging students to learn and to enjoy reading (Indursky & Zinn, 2014).

According to Rezende (2013), playfulness motivates the student and awakens interests, because it is positive to include games and games as objectives of teaching in school, where students engage and in a playful way learn rules, expand the imaginary, appropriating others knowledge, including reading. In this way, it is important to propose challenges for all students in order to advance their learning success.

Soares (2016) says that students' approach to various games and games as well as play activities are a good way for them to develop the cognitive functions associated with thought and language. In this sense, the school and the teacher must observe that the students, through the motivation, make an effort in the act of carrying out activities that can bring along with them the joy of discovery and the pleasure of reading.

The involvement and interest of the teacher in motivating the students is a posture of routing the process of teaching learning in a more democratic way, with inclusive actions and a concern to build an emancipatory education that leads the young reader to become a decisive citizen for the conquest of citizenship. As Soares (2016) states, when he says:

(...) while the full possession and use of reading and writing is a privilege of certain classes and social categories as they have been, they assume the role of weapon for the exercise of power, for the legitimation of economic, social and cultural domination, instruments of discrimination and of exclusion (Soares, 2016, p. 58).

In this sense, reading is considered as the “way” for the educational development of the students, both in the perspective of literacy and in the deepening of the understanding about the curriculum necessary for the initial years of Elementary Education, which is understood as the basis for the school life and the starting point for the formation of a citizen who is critical, participatory and knowledgeable of his rights and duties.

For Kramer (2013), when going to school the child begins in the process of socialization and formally begins its cognitive development, it is a difficult phase for the individual, hence the need for stimulus on the part of the teacher and, that very early, the begin to engage with reading.

According to Linard (2016), it is common to hear that students do not like to read, some say that they were not literate, they do not have encouragement from the family and in the face of these complaints, it is necessary to reverse this situation, so school space and teacher are the agents capable of motivating students.

According to Linard (2016), the pedagogical activity of the teacher should avoid that activities with reading are not in a mechanical and fragmented way, but activities that meet the needs, difficulties and interest of each student. The school is still the main agent for dissemination of reading and is the ideal place to promote the habit of reading to students. Reading becomes a habit when viewed as a pleasant experience.

2.3 School and Some Reading Tools

The school is the best place to be taught the practice of reading, where from the phase of child to adolescence you have all the tools and structure to succeed in learning to read. In this environment is observed the professional qualified to teach classes. The teacher who walks the school life of the student in his preschool is one of the main responsible for the success in the development of the reading. The teacher who is passionate about his work is synonymous with students who are passionate about what they learn. The teaching strategies work as long as there are teachers who believe in the functionality and the ability that, with love and will, can achieve success. Perhaps this is the greatest reading strategy: the passion of teaching.

Reading in the classroom is described by Sole (1998) in three phases of activities with the text: before, during and after reading. In the author's view, students who grow up with difficulty reading could be able to reach more satisfactory levels if they were instructed to read in the most recommended way. According to the author Isabel Sole (1998), the steps of reading activities are:

a) Activities prior to reading: i) Survey of previous knowledge on the subject; ii) Anticipation of the theme or main idea as: title, subtitle, of the examination of images. iii) Expectations according to the author or institution responsible for the publication.

b) Activities during reading: i) Rectification, confirmation or rejection of the ideals anticipated or expectations created before the act of reading; ii) Use of the dictionary for consultation, clarifying possible doubts of the vocabulary; iii) Identification of keywords; iv) Assumptions about the conclusions implied in the text, based on other readings, values, life experiences, beliefs; v) Construction of the overall meaning of the text; (vi) seeking additional information; vii) Relation of new information to prior knowledge; viii) Reference identification to other texts.

c) Activities for after reading: i) Construction of the meaning about the text read; ii) Exchange of opinions and impressions regarding the text; iii) Relate information to complete ideas; iv) Evaluate the information or opinions expressed in the text read; v) Critically evaluate the text addressed.

In order to achieve the objective of realizing the ideas mentioned by the author, the student reader must know the most basic levels of reading, with the teacher's mediation, which will guide him in the process of teaching learning.

According to Ruiz (2002), the readers who underline are attentive to reading and discover the main idea in each paragraph and remain focused and critical attitude by the time dedicated to reading. The student learner has difficulty highlighting the keywords of the read text and thus will have trouble doing a review or future notes. For this, the following steps are recommended, as indicated by Diniz & Silva (2015):

I) Read the text for an overview of what was written without the concern of learning anything or discussing the author's ideals;

II) Take a second reading (analytical reading) and write down words, terms or phrases annotated on a sheet of paper to be searched during reading or later. At that moment you should always have a dictionary in hand to clarify any doubts that may arise during reading. You should also mark with a question mark doubts or disagreements about what was written by the author;

III) Read the text again and highlight or underline only the essential words or keywords, which according to NBR (Brazilian Standard) 6028 means "word representative of the content of the document, preferably chosen in vocabulary" (ABNT, 2003, p. 1). These words or phrases tell about the main idea of the text (Diniz & Silva, 2015, pp. 10-11).

It is of utmost importance that the student highlight what he has read so that he can more easily assimilate the important terms of the text. Underlining only what is strictly necessary, it will be easier to return to the subject addressed and better use of the highlighted parts, memorizing and keeping the main topics of reading.

It is the duty of the school, with the mastery of the teacher, to offer this sensation to the student, to feel inserted in the environment in which he lives. A healthy reading habit will offer this, as long as the student does not attribute austere rules to reading, such as punishments or forced actions. It is through the intermediary of the educator teaching and dynamizing the classes, and with a well organized school structure that the student, from the one with ease to the one who has difficulty will reach a considerable level of understanding of the read text, within its limits

and possibilities, as say the NCPs (1998):

In order for reading difficulties to be overcome, the school must: Have a good library, a collection of class books and other reading materials; organize free reading times in which the teacher also reads. For students who are not accustomed to participating in reading (...) participate and know the value that they possess, arousing the desire to read. It is necessary for the school to provide conditions for students to construct learning in reading, as well as conquer the learner in a pleasurable way, so that he develops the habit of reading using his resources and drawing on a plan that meets not only the successful students, but that gives greater emphasis to those who present difficulties as readers, enabling an awakening so that the difficulties become easy, sensitizing them and assuring them in the appropriation of oral and written texts (NPC, 1998, p. 48):

A very satisfactory tool used in the development of learning in general is technology. The most used technological tools are computers and televisions, and the already traditional textbooks and the blackboard are excellent instruments that can help the educator in the teaching learning in the school scope, besides being attractive for the student. Through the use of technological devices, reading is easily given to the student, increasing the dynamism of the content, making it learn much faster and, besides becoming a pleasant habit, also places the student in the universe of reading with greater use.

The NCPs (1998) note that:

The conception of teaching and learning is revealed in classroom practice and in the way teachers and students use the available technological resources: textbook, chalk and blackboard, television or computer. The presence of technological apparatus in the classroom ensures change in the way of teaching and learning. Technology should serve to enrich the educational environment by fostering the building of knowledge through active, critical and creative action by students and teachers. It is understood that the technological resources presuppose the development of classes where teacher and student incorporates the desire of knowledge through modern means and able to process new information and produce knowledge, and a coherent reflection on such technological means is necessary. The teaching materials should translate the objectives of the lesson, conduct the expected results in terms of knowledge, skills, habits and attitudes. The theory-practice relationship should be the mainstay of the materials, their use should be adequate and the presentation should attract and motivate the student to the electronic technology (NCP, 1998, p. 141).

In general, it is noted that these reading strategies are functional because through them one can achieve a better performance of the student, leading him to take an opinion and party on the object read. Through reading strategies, one can define the space of school teaching, allocating each strategy to different levels of schooling. Working with reading strategies enables the reader to increase the mental processes of knowledge as well as to develop the interpretation of text.

Finally, the school should be concerned with developing effective teaching strategies as the reader matures. It is up to this institution to provide the first contact with the books and to do it correctly, so that reading becomes a pleasurable and creative activity (Zulim, 2015).

2.4 The Use of Reading in The Learning of The Portuguese Language

The Portuguese Language, since the times of the empire, has undergone a series of modifications, mainly in the educational development. Many pedagogues direct their life and their studies so that the professional of the area, the teacher, can transfer the knowledge to the students, causing them to discover the world through reading. It is an arduous task that every professional in love with his profession has to go through.

Based on the school reality about the conception and the action of the teachers about the reading and proposing permanent reflections, the assertion of Silva (2005, p. 24) is rescued: “The promotion of reading is a responsibility of all the teaching staff of a school and not just Portuguese language teachers”. It is also timely to include the school as a whole in the recognition and obligation of its role as a reader trainer. To assign only the Portuguese language teacher to the function of teaching to read removes from the other teachers, from the other disciplines, the responsibility for the collective.

According to Silva (2015), the practice of reading should not be present only in the Portuguese Language discipline, but in all other Basic Education disciplines that aim to transmit knowledge, information, culture and values to the new generations. Briefly, it should be emphasized that teachers from the most diverse areas of knowledge should contribute with pedagogical actions to encourage reading. As reading practice is an important tool for broadening understanding and promoting learning, it is of great relevance the need to promote the teaching of reading in conjunction with the other disciplines to base knowledge.

Between 1997 and 1998, when the NCPs were launched for the initial years of elementary school, there was already a recommendation for a school work on the curricular aspect of education in the discipline of Portuguese Language, based on textual genres, where it was defended that the school gives students the opportunity to access the various types of texts that circulate in the social environment, which includes texts from other disciplines and not only in Portuguese language classes. From there, a range of possibilities was opened to work reading in the disciplines of History, Science, Mathematics, among others.

Currently, there are several pedagogical practices that seek a theoretical and methodological adequacy that incorporates this complexity of the reading world. But reality shows the opposite, because these objectives have not always been achieved by the teachers of the Portuguese Language, thus proving the thesis that learning to read is not a simple activity, especially for students of the public school system. According to Paulo Freire (1996),

As a teacher I must know that without the curiosity that moves me that worries me, that it inserts me in the search, I do not learn nor teach ... The fundamental thing is that teacher and students know that their posture, the teacher and the students, is open dialogic, curious, inquiring, and non-passive, while speaking or while there is. What matters is that teachers and students assume epistemologically curious (Freire, 1996, pp. 85–86).

The teacher needs to be curious, because this way he can pass on to his student the desired knowledge and, mainly, the pedagogical praxis of learning. The teacher can transform a simple text xerocado, for example, into a pleasant and rich educational material.

Today, it may be noted that the Portuguese Language teacher has been developing reading methods in order to lead the student to problematize his daily life, having to argue about it. To think correctly is to understand and discover what may be between the lines of what is observed and analyzed. Freire (2008, p. 59) adds that “a text to be read is a text to be studied. A text to be studied is a text to be interpreted. We can not interpret a text if we read it without attention, without curiosity”.

Following Paulo Freire’s (1996) educator’s line, his method of literacy based on generative themes links school content with students’ lives. It is up to the educator to show that knowledge is not just in the book or in his speech, but in everything that surrounds him.

Freire says that:

The security with which the teaching authority moves implies another, which is based on their professional competence ... A teacher who does not take his training seriously, does not study, does not strive to live up to

his task does not has moral strength to coordinate the activities of his class (Freire, 1996, pp. 91–92).

In this way, the student lacks a learning process that focuses on reading, thus leading him to know his language better. It is necessary to bring to the student's knowledge the role of reading in his personal/social life and to encourage him to make effective use of this knowledge of the most varied genres and textual types.

Thus, the literary text can be used as a way of learning, making the process more pleasant, thus helping the student to demystify the said complexity of the Portuguese Language and, with this, to use the great works written to stir up the flavor by reading.

3. Conclusion

The present research provided a better understanding of the importance of the use of reading for the teaching process of the student of public education. The authors mentioned in the course of this study offer a very broad view on the subject addressed and show that reading is a fundamental tool in the construction of knowledge and in the aid of educational activities. Based on this, it is necessary that the reading be seen with greater relevance in the educational process, since it is totally related to the student's academic performance, thus contributing to the improvement of his vocabulary, the development of oratorical and reasoning skills, as well as for reflection, analysis, interpretation and individuality of the subject's thinking.

When creating teacher-student interactions, in a meaningful manner and not with characteristics of obligation, the learning process is effective and occurs in the best possible way so that the learning process is carried out. The education professional, in most cases, assumes the role of mediator of the process, causing the reader to be stimulated and to acquire the practice of reading. The student, in turn, participates in the presentation of thoughts and ideas with the content read and, with the intervention of the teacher, can achieve interactions, knowledge and new looks about what he has read or what he is reading. Therefore, it is the teacher's role as intervener, challenger, mediator and provocateur of situations that stimulate curiosity and the taste for reading.

Finally, responding to the initial hypothesis, it is stated that reading is the most effective tool for learning and for the internalization of knowledge. It, in turn, causes the individual to belong to a medium that is renewed daily with diverse forms, thoughts and ideas. With reading, the learner should be able to face new challenges and be the owner of his or her own awareness of thought and knowledge, and thus be able to use reading as a form of integration.

The reality of Brazilian education, especially in public education, presents a structural medium with several flaws and gaps that need to be fulfilled in order to reach a satisfactory level of education. The daily challenges faced by the teachers go beyond the physical and financial problems of the school, and it is common to find reports of difficulties in establishing the knowledge on the part of the student.

In order to improve the sad Brazilian public educational landscape, the professionals involved in the learning process of these young students have a great challenge to be overcome, and it is necessary that there is a greater relationship between student and teacher in order to obtain effective and positive results of the students practices and activities developed in the classroom.

Encouragement to young public school students about reading should be made as pleasurable as possible, with possible texts being presented that capture students' attention and make them take a liking to reading.

Due to the great extent of content and texts on the subject, this work is open to the development of new research, based on the interconnection between the development of reading and the evolution of student learning. Because it is not a finished or finished work, this research can be enriched with other questions and theoretically based with

numerous authors related to the importance of reading in school and beyond its walls.

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