

## Editorial

# Teaching literary reading: reflections and practices

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This special issue of *Linha D'Água*, concerned with reflections on reading in the context of the Professional Master's Degree in Letters (Profletras), is a follow-up to the previous issue. The current issue highlights the specificities of literary reading. The articles present analyses of didactic and pedagogical activities carried out within basic education and upper secondary education, considering both in-person and remote teaching.

The papers are supported by different theoretical approaches and focus on the role of regulatory documents concerning reading, the role of the teacher in reading mediation, the aesthetic nature of the literary text, the expansion of cultural repertoire, the structural and thematic criteria adopted by authors in the selection of literary works to be read during class, and, among other subjects, the teaching of reading strategies.

In the first paper, “Literary reading teaching in the basic school: prospects and challenges from the BNCC”, Andréa Portolomeos and Susana Vieira Rismo Nepomuceno revisit the principle defended by Antonio Candido in his article “O direito à literatura” (“The right to literature”), in which the critic proclaims that the literary text promotes a humanizing experience, as the reading individual tends to become more empathetic in the face of various realities. Candido's position, when compared to the guidelines of the National Common Curricular Base (BNCC) for dealing with literary text in the classroom, highlights the underuse

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of the aesthetic approach to the literary text. In this regard, the authors suggest a discussion that may support teachers in emancipatory reading practices.

From the general discussion on the regulatory documents, the issue moves on to the specificity of the approach to literary texts in Elementary School. On this matter, the article “Children's literary text: reading comprehension and literary language”, by Marília Forgearini Nunes and Renata Sperrhake, draws attention to the importance of qualified teaching mediation, for it encourages the perception of linguistic structures characteristic of literary texts, so that students can read, understand reading and produce meanings autonomously.

Another article that presents a proposal for teaching and learning literature for Primary School is “Beyond fairy tales: Gender representation in the teaching of reading and writing for elementary school 3<sup>rd</sup> graders”, by Sabine Weber, Leonardo da Silva and Quézia Delgado Caleffi Lemos. The authors analyzed the representations of princes and princesses in verbal as well as visual texts produced by third-grade students. Based on their activities, the researchers reveal, on the one hand, the presence of stereotypes in fairy tales and, on the other hand, the need for re-contextualization and re-signification of the characters' genders.

The last article focusing on literary reading in Elementary School is “Fabulation and reader development: an adventure in *The mystery of the thinking rabbit*, by Clarice Lispector”, by Adriana Morais de Sousa Balduino and Fani Miranda Tabak. Moreover, by exploring the importance of fabulation in the development of readers, the article explains the relevance of prolonged listening in the reception process established by the children, understood as a “significant experience”, which is reflected in the practical activity suggested by the authors based on the text by Clarice Lispector.

Next, the issue presents approaches on the teaching and learning of literature in the transition from middle to high school. The article “Literaturization of school from the experience with Machado de Assis' literary productions in elementary and high school”, by Edcleberton Modesto and Izandra Alves, based on a case study of an activity involving ninth-grade middle school students and second-grade high school students, discusses the role of canonical literature in school and, more specifically, the potential of literature in social transformation and access to knowledge.

After that, the article “The use of reading strategies for the development of literary literacy”, by Carolina Alves Fonseca and Maria Beatriz Pinto, examines the use of reading strategies for the development of a literary workshop based on the work *Quarto de Despejo*, by Carolina Maria de Jesus, for the aesthetic and civic development of first-year high school students. Thus, reading, writing, speaking, and linguistic analysis skills are, simultaneously, developed, and improved through the discussion of themes related to gender, race, and social class.

The article “Literature teaching and formative assessment: the experience working classes' students”, by Rafaela Kelsen Dias and Túlio Romualdo Magalhães, focuses on

assessment practices of literature for high school students, based on the following guiding question: "can formative assessment in literature promote integral human development for students from lower social classes?". By conducting exploratory, descriptive, and documental research, the authors defend an inclusive policy of literature teaching aimed at the popular classes.

In "From argonauts to astronauts: intertextual admonitions and the teaching of literature", Márcio Matiassi Cantarin and Valéria Hernandorena Monteagudo de Campos propose a didactic activity with first-year high school students, based on the episode of the Old Man of the Restelo, from *Canto IV* of *Os Lusíadas*, by Luís Vaz de Camões, in an intertextual perspective with the poems "Fala do Velho do Restelo ao Astronauta", by José Saramago, and "O Homem; As Viagens", by Carlos Drummond de Andrade.

The last article in this issue, "Literary education and remote classes: a research narrative related to an emerging readers community ", by Daniel dos Santos and Drisana de Moraes Oliveira Santos, describes and analyzes two pedagogical practices carried out with high school students. Such activities promoted the appreciation of listening to literary texts in remote classes that took place in 2020 in the context of the COVID-19 pandemic.

The selection of articles presented in this issue, based on theoretical and practical research, aims to deepen and disseminate knowledge about the teaching of literary reading from different perspectives. The authors start from the scarcity or even the absence of reading as an issue to the conduction of tangible activities, at different levels of education, intending to transform entrenched practices in the teaching of literary reading.

We wish you a good read!

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## LINHA D'ÁGUA