

Literary Reading in the Early Years: an inventory from 2001 to 2022

Josiane Xavier Theláu Campos¹

João Paulo Casaro Erthal¹

¹Universidade Federal do Espírito Santo (UFES), Vitória/ES – Brazil

ABSTRACT – Literary Reading in the Early Years: an inventory from 2001 to 2022. This article starts from the premise that the reading of literature is a universal necessity. For this reason, it is considered an inalienable right, and school is a privileged space to guarantee this right (Candido, 2011). In order to establish the state of knowledge of literary reading for the early years, the methodology of documentary analysis of articles published in four national journals from 2001 to 2022 was used. The articles were organized into the following categories: schooling of children's literature, teacher training for literary reading practice, history and public policies to encourage literary reading, and diversity and inclusion in children's literature.

Keywords: Literary Reading. Early Years. State of Knowledge.

RESUMO – Leitura Literária nos Anos Iniciais: um inventário de 2001 a 2022. Este artigo parte da premissa de que a leitura de literatura é uma necessidade universal. Por esse motivo, constitui-se como um direito inalienável e a escola é um espaço privilegiado para a garantia desse direito (Candido, 2011). Com vistas a estabelecer o estado do conhecimento da leitura literária para os anos iniciais, utilizou-se a metodologia de análise documental de artigos publicados em quatro periódicos nacionais, de 2001 a 2022. Os artigos foram organizados nas categorias: escolarização da literatura infantil, formação do professor para a prática de leitura literária, história e políticas públicas de incentivo à leitura literária e diversidade e inclusão na literatura infantil.

Palavras-chave: Leitura Literária. Anos Iniciais. Estado do Conhecimento.

Introduction

Discussions about literature and education have intensified in recent years. The advent of new technologies, the strengthening of the discourse on textual genres, the student reader's new profile, and the constant doubts about how to make it possible to educate readers of literature indicate the pressing task of schools in restoring the pleasure of reading.

Candido (2011) argues that literature is a universal need that must be satisfied under penalty of mutilating the personality, since, by giving shape to our feelings and vision of the world, it organizes us, frees us from inner chaos, and, therefore, humanizes us. In addition, it is a powerful instrument of unmasking, because it focuses on situations of restriction of rights or denial of them, such as poverty, servitude, and spiritual mutilation. For this reason, a type of education that defines itself as egalitarian cannot maintain the stratification of possibilities, treating many incompressible goods as if they were compressible, such as literature.

The topic of literary reading in schools is a focus of interest for education professionals and researchers who seek to understand the process of education of readers of literature. In this sense, given the difficulties encountered in approaching this practice in schools, it is necessary to present an overview of the studies on what has been published about literature reading in the early years of basic education, in order to map the knowledge already developed and point out the approaches, the most researched topics, and the existing gaps.

To meet this purpose, in recent years, academic production has been dedicated to producing works called "state of the art" or "state of knowledge." Romanowski and Ens (2006) clarify that studies called "state of the art" cover an entire area of knowledge, in the different aspects that generated these productions: abstracts of theses and dissertations, productions at conferences, publications in periodicals in the area. In turn, when the study addresses only one sector of the publications on the topic, it is called "state of knowledge." In view of the above, the general objective of this article is to present the state of knowledge of literary reading in the early years, between 2001 and 2022, regarding national journals; and the specific objectives are: to identify the significant contributions of the construction of the theory and practice at school, as well as innovative experiences; to point out existing gaps, and to recognize the contributions of productions in the formulation of proposals concerning literature reading as an inalienable right in the early years.

Data collection

Data collection began with the definition of the criteria for choosing the journals of greatest importance and academic penetration, validated both by official bodies and by the study and research community itself: Qualis A1 journals in the area of Education. To this

end, an initial search was conducted on the Scientific Electronic Library Online (Scielo) portal to identify titles of national articles on children's literature for the early years, published from 2001 to 2022.

Searches were made using other descriptors that could encompass the entirety of academic production in its various designations and meanings: "literatura infantil" [children's literature], "leitura literária" [literary reading], "letramento literário" [literary literacy], "leitura de literatura" [reading of literature]; in addition to "mediação" [mediation], "prática docente" [teaching practice], "formação do leitor" [reader's education], "políticas públicas" [public policies]. In this way, 20 articles were identified and, after reading of their titles and abstracts and removal of repetitions and unfiltered inadequacies, 14 works from six different journals were included in this study.

With the identification of the journals, an analysis was performed on the websites, and more titles that met the proposal of this study were found. At this point, two journals had to be excluded because they did not present article abstracts for publication within the established time frame, that is, 2001 to 2022. After reading of the abstracts, many articles were excluded because they did not meet the criteria for the schooling stage, did not address the Brazilian education system, or did not discuss the topic of children's literature reading.

With that said, in the four journals where the research was conducted, one found 155 volumes available online and 37 articles on children's literature published in the last 21 years, as listed in Table 1.

Table 1 – Journals and number of articles found

No.	Journals selected	Volumes analyzed	Articles found
01	Educação em Revista - UFMG	23	05
02	Educar em Revista - UFPR	38	14
03	Revista Brasileira de Educação - ANPED	27	05
04	Revista Educação e Realidade - UFRGS	67	13
Total		155	37

Source: Elaborated by the authors.

It is important to highlight that some articles not aimed at a specific target audience were kept because they dealt with the theme of the schooling of the literature in a broader way, corresponding to the reality of literary reading in the early years. It was also possible to observe that some titles, with the addition of abstracts and keywords, did not include the term "children's literature" or "literary reading," although they brought elements of this practice in school.

By identifying the articles, it was possible to categorize them as follows:

- Schooling of reading: studies that, in the school context, analyzed the presence of reading and interpretation of works and practices involving children's literature;

- Teacher training for the practice of literary reading: studies that address the topic of teacher training to approach children's literature in the school context;
- History of literary reading and Public Policies to encourage reading: studies that investigate the history of children's literature in Brazil, as well as policies to encourage reading;
- Diversity and inclusion in children's literature: studies that address the topic of differences in children's literature.

Table 2 below presents the number of articles, organized by category in each journal.

Table 2 – Categorization of articles

Journals	Categorization				
	Schooling of children's literature	Teacher training for the practice of literary reading	History of literary reading and Public Policies to encourage literary reading	Diversity and inclusion in children's literature	Total
Educação em Revista	04	01	—	—	05
Educar em Revista	07	02	03	02	14
Educação e Realidade	03	—	01	09	13
Revista Bras. de Educação	02	—	03	—	05
Total by category	16	03	07	11	37

Source: Elaborated by the authors.

Initially, the decision was to consider the classification of either the author of the article or the journal dossier. With this, it was possible to observe that some articles could be included in more than one category when not presenting the aforementioned descriptor, but we chose to include them in only one of them.

With this mapping, we found that research on children's literature in the early years is mostly qualitative, of the following types: participant research, case study, ethnographic study, action research, bibliographic research, and documentary research. The techniques reported in these articles are: interviews, observation and analysis of documents, collected through discussion groups, focus groups, and oral and written records. The diversity of terms used for the semantic field of children's literature in schools. It is also highlighted: literature, reading, children's literature, literature for children, literary reading, literary education, fruitful literature, shared independent reading, literary literacy, reader's education, reader's rights, and literary writing, among others.

The works of Zilberman (2003), Zilberman and Lajolo (1996), Chartier (1999), Soares (1995), Benjamin (1999), Kleiman (2001), Koch

(2004), Geraldi (1997), Lajolo (2008), Candido (1998), Tauveron (2004) are very frequently used as a theoretical framework for children's literature and literary reading. Besides, the studies of Vygotsky (1991), Bakhtin (1992), Benjamin (1999), Larrosa (1996), Ducrot (1972), Foucault (1987) and Hall (1997) can be found as well.

Considering the number of articles and the limits of this text, the focus will be on the publications considered essential for understanding the situation of children's literature in the school environment. For this reason, some studies will be less highlighted.

Schooling of literary reading

The data collected indicate that the schooling of literary reading is a recurring theme in the publications of the journals analyzed. This fact demonstrates the area researchers' concern about what is being done in schools in the approach to children's literature. Thus, in more than 20 years, 16 publications were identified that can be subdivided into three subcategories: articles on teaching in the classroom; those that deal with children's literature books and their implications for the reader; and those that analyze the use of textbooks and their relationship with the reader's education. Table 1 presents such data. Of the publications listed in this category, eight relate literary reading to writing (04, 06, 08, 10, 13, 14, 15, 16), highlighting the importance of teacher mediation as an essential factor for the development of readers and producers of texts at school.

Chart 1 – Articles identified in the category *Schooling of literary reading in the initial years*

No.	Author	Title	Year	Journal
01	Geraldi	Reading: counter-words offer	2002	Educar em Revista (UFPR)
02	Dinis	Pedagogy and literature: children and animals in Clarice Lispector's children books	2003	Educar em Revista(UFPR)
03	Hillesheim; Guareschi	Fairy tales and childhood	2006	Educação e Realidade(UFRGS)
04	Rizatti	Methodological implications of the process of readers' and text producers' education at school	2008	Educação em Revista (UFMG)
05	Santos; Teixeira	Publishing catalogs and the circulation of literature within the school context	2012	Educação em Revista (UFMG)
06	Dalla-Bona; Bufrem	Student-author: learning literary writing in the early grades of elementary school	2013	Educação em Revista (UFMG)
07	Ramos; Nunes	Effectiveness of children's literature illustration in the reading process	2013	Educar em Revista (UFPR)
08	Gusso; Dalla-Bona	Rewriting literary texts of students from initial school grades	2014	Educar em Revista (UFPR)
09	Aguiar; Carvalho; Henrique	Literacy textbooks and reader's education	2015	Educação em Revista (UFMG)
10	Barreto; Guimarães	Teaching Reading in Contemporary Pedagogic Discourse	2015	Educação e Realidade (UFRGS)
11	Kircof; Silveira	Duck, Death and the Tulip - Reading and discussing a challenging picture book with elementary school children	2018	Educar em Revista (UFPR)

12	Franco; Balça	In search of the (im)possible relationship: between literary education and arts education	2018	Educar em Revista (UFPR)
13	Souza; Cosson	The Reading Corner as literary literacy practice	2018	Educar em Revista (UFPR)
14	Fischer; Silva	Literature and education: the pleasure of the text in between the margins of the school system	2018	Revista Brasileira de Educação (ANPED)
15	Moraes; Silva	Into the un-limits of the Word in Manoel de Barros: minor literature and childhood	2019	Educação e Realidade (UFRGS)
16	Veloso; Paiva	Social representations of reading: ludic and educational functions of literary text	2021	Revista Brasileira de Educação (ANPED)

Source: Elaborated by the authors.

In *Methodological implications of the process of readers' and text producers' education at school*, Rizzatti (2008) focuses on the teachers' role in training readers and text producers at the beginning of schooling, discussing, in light of theoretical principles of Textual Linguistics and cognitive sciences, the methodological implications that seem relevant in the instrumentalization of students' ability to read and produce texts proficiently. The author states that non-reading teachers are not in fact text producers and, as such, cannot mediate the readers' and text producers' education. She warns that the readers' development requires that teachers be readers, which necessarily demands coexistence with books as valuable everyday objects; it requires physical contact with books in all instances of social coexistence; it requires redefining the space that books occupy in Brazilian's contemporary social relations, especially in schools, a territory where, according to the author, books should be treated with respect.

In turn, *Student-author: learning literary writing in the early grades of elementary school* (Dalla-Bona; Bufrem, 2013) presents the results of an ethnographic study on the writing of literary texts carried out in a 4th grade elementary school class in the city of Curitiba, state of Paraná. It is based on the concept of student-author, created by Catherine Tauveron, to support the argument that schools can develop an authorial stance in young children. The authors analyze two texts produced by students, presenting the strategies adopted by the teacher to familiarize them with the characteristics of literary genres, as a way of guiding their writing. They also highlight the teacher's role as responsible for instigating students' reflection on their writing and creating the pedagogical conditions for them to write with pleasure, autonomy, and creativity.

In *Literature and education: the pleasure of the text in between the margins of the school system*, Fischer and Silva (2018) investigate how literary language can be a space for openness and resistance amid routine school practices in formal curricula. Methodologically, they collect records of reading and writing practices, carried out outside the system, at public schools in the state of Rio Grande do Sul. For this purpose, they take the "literary event" as the object of analysis, articulating points of affectation between text and narrative, using Roland Barthes, Michel Foucault, Walter Benjamin, Alberto Manguel

and Clarice Lispector as a basis for the analyses. Finally, the authors believe in the power of the literary gesture as education experience, since literature promotes other ways of learning, shifts the meaning and direction of teaching, alters formal relationships, rearranges places of knowledge and non-knowledge, calling into question who we are and what we become.

Barreto and Guimarães (2015) discuss reading and textual production by relating three constitutive aspects of reading teaching: the contradictory place it has historically occupied in the set of educational issues; the challenge of overcoming what can be called 'the school model of reading,' and the possibilities inscribed in the new conditions of production and circulation made possible by ICT. Thus, amid the obstacles of the school environment, the authors present a proposal for a textual configuration that is more conducive to the variety of meanings achieved by reading. Veloso and Paiva (2021) discuss processes of anchoring and objectification of social representations of literary reading produced by teachers in the early years. The data analysis is referenced in the theory of social representations proposed by Moscovici (1978, 2015), who understands the representational process as a form of knowledge that has the function of developing behaviors and communication.

Five articles (02, 03, 07, 11, 15) address the issue of literature books in the early years. Ramos and Nunes (2013), in *Effectiveness of children's literature illustration in the reading process*, highlight that children's literature books can be characterized by the presence of illustrations associated with words; they assess whether the illustration has an artistic-aesthetic value, providing possibilities for expanding the construction of meaning during reading, or whether it serves only to give color and form to the verbal without adding meaning to it. Thus, they discuss the concepts of art and aesthetics (Croce, 2001; Fiorin, 1999; Huisman, 1994), as well as the reading process based on the illustrator-reader relationship from the perspective of the experience of mediated reading (Iser, 1979) and semiotics (Greimas; Fontanille, 1993; Greimas, 2002).

In the same vein, *Duck, Death and the Tulip - Reading and discussing a challenging picture book with elementary school children* (Kircof; Silveira, 2018) aims to analyze the reception and discussion of Wolf Erlbruch's illustrated book, based on a reading project carried out with two 4th grade classes in public schools in the city of Porto Alegre, state of Rio Grande do Sul. Based on the analysis of structural elements of the work and the theme of death in children's literature, it presents the results of an analysis of how child readers interact with the messages in Erlbruch's text, negotiating meanings based on their own cultural and cognitive repertoires.

Franco and Balça (2018) address the relationship between children's literature and artistic expressions at school; between literary education and artistic education. The results of the study allow us to conclude that a project that relates children's literature and artistic

expressions at school provides pleasure and a taste for reading; stimulates imagination and creativity; leads to the development of a critical reader, and allows the establishment of relationships between the literary text, the illustrations, and the artistic expressions.

Hillesheim and Guareschi (2006) discuss how fairy tales articulate the discursive productions about childhood – both of guilt and irrationality and of innocence – acting in disciplining and controlling children's bodies, common in pedagogical projects. However, the authors clarify that, like all art, fairy tales bring possibilities of rupture, transgression, resistance and the experience of estrangement, of how things should be and yet are not.

The study by Dinis (2003) presents a reflection on the relationships between children's literature and education, highlighting the singularity of texts that deconstruct the hegemonic adult-child relationship and privilege the world of children and animals by inverting the moralizing pedagogical assumptions that have always been present in children's stories. According to the author, Lispector's children's literature proposes the experimentation of a new world that can be constantly recreated by the imagination and that provokes the child reader, entangling them in enigmas that contribute to the development of new paths to knowledge. Dinis (2003) points out that the great contribution of Clarice Lispector's texts is the listening giving to the world of children's affections, imagination, creativity, and desire.

Moraes and Silva (2019) problematize the concepts of playfulness, recreational activities, and seriousness. Based on Manoel de Barros' poetry, they provoke possible productions of meaning from the babbling and stuttering of 2nd grade children in their process of re-inventing a language within a larger language, in texts produced in a reading workshop. They emphasize that the adjective 'minor' does not qualify certain types of literature, but rather the revolutionary conditions of these types of literature in the face of the literature that was not qualified, said to be major.

The article by Santos and Teixeira (2015) presents the issue of books from another perspective: that of publishing houses' catalogs dedicated to children and young people. They note that catalogs are important mediators of literary works that circulate in schools and that their circulation in schools has grown with the strengthening of the relationship between the market and the State; that categorization by age group is one of the strongest marks of the schooling of catalogs; that there is a tendency for publishing houses to see reading mediators as lacking the competence to make more autonomous literary choices, and that indicating the awards received by the works is one of the publishing industry's greatest weapons to attract its "clients."

Textbooks, a source of conflict in discussions about working with literary reading at school, are the subject of the article by Aguiar, Carvalho and Henrique (2015). The objective is to investigate how textbooks approach literary texts, aiming to identify the conception of literature that permeates the activities organized in the book and the

textual genres that are most privileged. To this end, five books recommended by PNLD/2010 for the first year of elementary school are analyzed. Of the five books analyzed, only two maintain an explicit concern with the readers' education, respecting the aesthetic function of the literary text, adopting fruitful literature as a conception. This inadequate schooling process based on textbooks also appears in the article by Souza and Cosson (2018). For the authors, however, this scenario can be changed when considering the reading corner as a literary literacy practice in the early years.

Although it is not an article specifically for the early years, in *Reading: counter-words offer*, João Wanderley Geraldi (2002) presents a significant contribution to the teaching practice of literary reading in the classroom and to the implementation of all the practices presented here. Geraldi (2002), contradicting the idea of a single interpretation, bases his work on the Bakhtinian concept of counter-word as a place for the construction of understandings by the reader. He argues that in order to read, the reader is loaded with counter-words and that the author, in the very process of production, already dialogues with counter-words imagined by the reader.

Teacher training for the practice of literary reading

Despite the difficulty in working with children's literature in the classroom, the problem of teacher training is the subject of only three articles, as shown in Table 2.

Chart 2 – Articles dealing with teacher training for working with children's literature

No.	Author	Title	Year	Journal
01	Melo; Mello; Frangella	Reading and writing in the voices of future teachers	2001	Educação em Revista (UFMG)
02	Dalla-Bona; Fonseca	Analysis of childhood literature as a strategy in teacher training knowledge in reading, knowledge in choosing	2018	Educar em Revista (UFPR)
03	Saldanha; Amarilha	The teaching of literature in the Pedagogy Course: a necessary presence	2018	Educar em Revista (UFPR)

Source: Elaborated by the authors.

Melo, Mello and Frangella (2001) analyze reading and writing practices in teacher training schools, based on the studies of Benjamin and Bakhtin. The article by Saldanha and Amarilha (2018) presents a mapping of literature teaching in Pedagogy courses at 27 federal universities in the country, based on the assumption that literature is fundamental to human development and, therefore, should be part of the curriculum of future early childhood and early years teachers, who are responsible for introducing children to literate culture. The analysis indicates that the presence of children's literature in the teacher training is still incipient and vulnerable to the intricacies of the curricular structure, reflecting a certain prejudice, since this fictional production for children and young people is often seen as

“non-literary” and untrue. The authors conclude that the literature offered in the Pedagogy course is not a consensus, since it has not yet gained full legitimacy as a mandatory subject, given that it is only as a mandatory subject that an area is established institutionally.

In dialogue with Saldanha and Amarilha (2018), the article by Dalla-Bona and Fonseca (2018) deals with a case study developed in the subject of Methodology of children’s literature teaching, in the Pedagogy Course at Universidade Federal do Paraná (UFPR). The authors observe that the utilitarian idea of school work with children’s literature and its use as a pretext to teach content, which ranges from notions of different areas of knowledge to the approach of various themes such as, for example, the fight against intolerance, ethnic-racial issues and bullying, commonly predominates among Pedagogy students. For the authors, teachers rarely read stories to their students, as their concern lies in teaching school content and very little in developing readers, which causes them to work in the classroom with “literary” texts (if they can be called that) for utilitarian rather than aesthetic purposes.

In this sense, based on some principles arising from the theory of aesthetics of reception and its impacts on the school environment, works considered to be of good and poor quality are compared. The article analyzes five of them and highlights the effectiveness of the strategy to destabilize students, helping them to think about the role of children’s literature in teaching and in young readers’ education. The authors adopt as a theoretical basis the aesthetics of reception of German thinkers from the School of Constance. Based on this theory, they reinforce that enjoyment occurs through the aesthetic experience provoked by contact with a work of art. The teacher should help the student to bring them closer to as many works as possible, in order to broaden their cultural universe, encourage them to unravel the clues left by the author, and express the intellectual, sensory, and affective contents awakened. Therefore, reading literature at school means entering a playful, pleasurable, fun and exciting world, provoked by structured, organized, and planned pedagogical actions, without being serious and oppressive, but triggering the reader’s interaction with the text.

In addition, they point out the necessary conditions to distinguish the works that are relevant for the reader’s education at school, which should be guided by the quality of their external components (cover, layout, illustration), internal components (empty spaces to be filled by the reader’s reflection), and by their emancipatory capacity (challenging the reader, creating expectations, surprising them, bringing enjoyment).

History of children’s literature and public policies to encourage children’s literature

Reading is still a weapon against impositions on individuals. In our country, denied to readers by insufficient public policies, it con-

tinues to be a right enjoyed by few. For this reason, analyzing which federal initiatives promote literary reading at schools is essential to guarantee this right. The articles that address this topic are found in Table 3.

Chart 3 – Articles on the history and public policies to encourage literary reading and children's literature

No.	Author	Title	Year	Journal
01	Silveira	Reading and its powers – a gaze on two reading national programmes	2010	Educar em Revista (UFPR)
02	Mortatti	In the history of literature teaching in Brazil: problems and possibilities for the 21 st century	2014	Educar em Revista (UFPR)
03	Fritzen; Cabral	Rute and Alberto decided to be tourists: literary reading for children during the Vargas period	2014	Revista Brasileira de Educação (ANPED)
04	Barros	Forty years picturing disability: framings and approaches to Brazilian children's literature	2015	Revista Brasileira de Educação (ANPED)
05	Zanchetta	Literary reading practices and PNAIC contribution	2017	Revista Brasileira de Educação (ANPED)
06	Cordeiro	Public policies to promote reading in Brazil (1930-2014)	2018	Educação e Realidade (UFRGS)
07	Bortolanza	Historical perspective of reading school practices in Brazil: between ruptures and continuities	2019	Educar em Revista (UFPR)

Source: Elaborated by the authors.

The article by Silveira (2010) aims to perform a comparative and interpretative analysis of two recent national plans to promote and encourage reading: National Reading Plan (PNL) in Portugal, and National Book and Reading Plan (PNLL) in Brazil. In this sense, it seeks to examine the assertions regarding reading, its beneficial and redemptive properties, and ideal forms to promote it educationally and socially. Following the same line, Bortolanza (2019) analyzes the adoption of school reading practices in Brazil based on two axes: public policies for the production and access to books and reading, and the theories and methods that influenced their practices. The results indicate that school reading practices move from deciphering the alphabetic code to the processes of interaction between the reader and the text, in different ways of reading that circulate in society, and penetrate the school space through its main mediators, the teachers.

The article by Mortatti (2014) stands out, problematizing the relationship between literature and teaching, with an emphasis on the recent history of (children's) literature teaching in Brazilian school education. The objective is to discuss the importance of reading literary texts for the process of readers' education, as well as the implications for the teachers' training for early childhood education and the initial years of elementary school. For the author, from the 1980s onwards, the ideal of building democratic education for a democratic society outlined the formulation and implementation of government programs, such as those aimed at overcoming the "education crisis" and the related "literacy crisis" and "reading crisis" in Brazil.

The results question old school models, denounce the use and abuse of literature in schools, teaching through literature, and children's literary texts based on fragments from textbooks and reading cards. The author states that there is no literature or equivalent as a curricular subject in the early years of elementary school and, as a result, there is no equivalent subject in the Pedagogy Teacher Training Degree either. She emphasizes that generations of teachers have not been trained (in school or outside it) as readers of (good) literature and this will not happen simply by learning methodologies and strategies to promote literary literacy or literary education. She warns that the lack of experience of aesthetic enjoyment by teachers makes it impossible to fight for the right to literature and convince students of the importance of literature.

Fritzen and Cabral (2014) investigate the work of the National Commission for Children's Literature (CNLI) and its understanding of this genre of reading, and discuss the pedagogical renewal proposed by the New School and its affinities with the concept of literary reading proposed by CNLI. In this regard, they analyze Cecília Meireles' didactic work, *Rute and Alberto decided to be tourists* (1938), in which the author highlights her links with the values embodied by the New School. Likewise, Cordeiro (2018) analyzes the trajectory of federal programs to promote reading and literature in Brazil. To this end, he investigates the period that includes the creation of the Ministry of Education and Public Health (1930), which started performing the actions to promote reading, until the National School Library Program (PNBE), the most comprehensive and costly program for sending literary collections to public schools in Brazil (1997-2014).

Zanchetta (2017) analyzes theoretical and methodological options used by the National Pact for Literacy at the Right Age (PNAIC) related to the reading of fictional literary texts, especially those in which images are the predominant element, referring to the results of a survey of impressions of reading fictional texts through images, by teachers participating in the PNAIC. Among the main conclusions is the tangential nature that is given to the literature teaching in the PNAIC didactic proposal. This is aggravated when one observes, among the teachers participating in the reading survey, a predominantly school-based way of reading, which distances itself from the aesthetics peculiar to the texts, to understand them based on external values, but socially prestigious.

Barros (2015) analyzes 150 children's books published in the last 40 years, which portrayed disability. Thus, he finds that the books from the 1970s and 1980s were by professional writers and more ideologically independent. However, Brazilian authors from the 1990s who wrote about the subject for children and adolescents were novice writers who drew their authority from the experience of disability. For this reason, they focused their purposes on offering scientific information and conveying moralizing messages to the detriment of the best aesthetic execution of literary works, not preserving, therefore, artistic premises. The technical information compromised the playful

priority of literature and was not successful, as it incurred serious conceptual errors.

Diversity and inclusion in children's literature

The articles published on children's literature with the theme of diversity and inclusion (Table 4) aim to discuss and put in circulation an analysis of the results arising from the intersection between children's literature and differences, highlighting the aspects involved in this articulation. Consequently, the purpose is to reflect on the forms of enunciation and the processes of signification from which differences are constituted, positioned and marked, especially in the books that are offered to children at school.

Chart 4 – Articles on diversity and inclusion in children's literature

No.	Author	Title	Year	Journal
01	Pires	Romantic love in children's literature: a gender question	2009	Educar em Revista (UFPR)
02	Kirchof; Bonin	Representations of the ugly in contemporary children's literature	2013	Educação e Realidade (UFRGS)
03	Fernandes	Grandparents and grandchildren in children's literature: shared lives	2013	Educação e Realidade (UFRGS)
04	Arena; Lopes	PNBE 2010: black characters as protagonists	2013	Educação e Realidade (UFRGS)
05	Thiél	The literature of indigenous peoples and the education of the multicultural reader	2013	Educação e Realidade (UFRGS)
06	Silveira; Kaercher	Two daddies and two mummies: new families in children's literature	2013	Educação e Realidade (UFRGS)
07	D'Ávila; Souza	Including diverse texts in the classroom: teacher training and practice	2013	Educação e Realidade (UFRGS)
08	Ramos	The grandparents in children's Literature: gerontological and educational perspectives	2015	Educação e Realidade (UFRGS)
09	Buendgens; Carvalho	Prejudice and differences in children's literature	2016	Educação e Realidade (UFRGS)
10	Araújo	Ethnic-racial relations in children's and young adult literature	2018	Educar em Revista (UFPR)
11	Araújo; Dias	Voices of black children in research and literature: hope is the verb	2019	Educação e Realidade (UFRGS)

Source: Elaborated by the authors.

The article by Buendgens and Carvalho (2016) analyzes how prejudice and differences are treated in children's literature intended for elementary education by the 2013 National Textbook Program. Based on the Historical-Cultural Theory, the authors analyze 14 works, starting from the principle that prejudice is a human production, established in social relations and based on the unequal means of producing life. The analysis shows that the stories present their plot in everyday life, the main sphere where prejudice originates.

In this sense, the authors base themselves on Zilberman (2003), Bragatto Filho (1995), Cademartori (2010), Amaral (1998), Vigotsky

(2009), and Heller (2008), Leontiev (2004), among others, to defend the need to approach prejudice from a perspective that understands the human being as a historical subject, socially constituted and that changes the world at the same time that they change themselves. For the authors, the works analyzed can help the reader create other meanings for prejudiced situations, taking their own experiences as a reference, as long as the differences are discussed by their historical dimension, considering that they are objectified in the unequal processes of the production of life. They clarify that, for a long time, children's literature was used in the citizens' education to disseminate ideological and moralizing values. This educational intention ended up leading to the silencing of discussions about differences, conflicts and interests in power games in children's books.

They emphasize that children's literature, when used in its literary function, becomes an important instrument of emancipation and rupture with what is socially established. Thus, the introduction of controversial themes, conflicts and social denunciations serve as a trigger for the development of attitudes that mitigate the adult influence on the child's perception of social issues. This is due to the specificity in literary texts of leaving gaps to be filled by children, in a movement that allows the reader to learn, reflect, compare, question, investigate, transform, and acquire culture, by coming into contact with the most diverse visions of the world. In this context, the literature book acts as a driver of a new inquisitive and nonconformist stance towards established standards, since an authentically artistic text constitutes an educational object that can broaden and renew the horizon of the child's perception.

The article by Araújo (2018) brings together the synthesis of research results – 13 studies at the master's and doctoral level – on children's and young people's literary production in the dimension of ethnic-racial relations, developed between 2003 and 2014. It is a state of the art in the Education of Ethnic-Racial Relations. In the article that she co-authored with Dias (Araújo; Dias, 2019), the authors highlight the experiences of black children in academic research and in children's literature. Using children's voices as a reference for the effective education of ethnic-racial relations, they address the issue of discourses produced in the school environment, placing many of them as consolidators of stereotypes. In the same direction, Arena and Lopes (2013) analyze the presence of black characters in children's literature books selected by the 2010 PNBE. The conclusions indicate the limited number of works that address the theme, which serves as an obstacle to the construction of ethnic identity.

Indigenous literature with its aesthetic-literary characteristics is the subject of the article by Thiél (2013), which aims to develop a reflection on how contact with this literature by an audience of children and young people can promote the development of competent, multicultural and multiliterate readers. At the end, considerations are made about the relevance of reading indigenous literature to know, under-

stand, and value the other and the different forms of literary expression.

Other differences are contemplated in academic production, such as the article by Kirchof and Bonin (2013) which presents a discussion on the representation of the ugly in children's books aligned with multiculturalism conceptions of difference. The difference disadvantaged by old age is presented in two articles, the first, *Grandparents and grandchildren in children's literature: shared lives* (Fernandes, 2013), which addresses the representation of old characters in contemporary children's literature, focusing on the coexistence between grandmothers and grandchildren who manage to build egalitarian relationships; and the second by Ramos (2015), which seeks to understand what truths and knowledge have been taught to children about old age.

The difference in sexual orientation and new family configurations is analyzed by Pires (2009) in *Romantic love in children's literature: a gender question*, and in the article by Kaercher and Silveira (2013), *Two daddies and two mummies: new families in children's literature* and finally, the difference established by racial segregation, in *Including diverse texts in the classroom: teacher training and practice* (Souza; Dávila, 2013), which addresses the issue of children's literature books on difference from another perspective: the teachers' role in working with such texts in the classroom and the need to train and equip them for critical work with those texts.

Final considerations

By surveying academic journal publications on the practice of literary reading in the early years, between 2001 and 2022, it was possible to obtain an overview of what has been produced on literature at school, to have contact with good reading practices and identify some existing gaps. Two journals, *Educar em Revista* (UFPR) and *Educação e Realidade* (UFRGS), stand out in the number of publications aimed at the practice of literary reading in the early years, with the majority dealing with the schooling of literature and the smallest portion aimed at training teachers to work with children's literature at school.

In general, the following conceptions prevail: literature as a form of communication; the reader as a collective entity to whom the text is addressed and the main link in the literary process, and reading as an act resulting from this exchange of aesthetic experiences. Among the issues related to the importance of working with literature at school, beyond the pleasure of reading, it is also worth highlighting its contribution to the readers' education, who become more aware of the reality in which they are inserted, in addition to the possibility of opening up strategies of resistance to processes of social exclusion and inequality worsening. This highlights the need to overcome the utilitarian idea and the use of children's literature as a pretext for teaching school content, which is still present in many classrooms in the country.

The relevance of teacher mediation for the effective readers' education is also highlighted. In this sense, the mediating teacher, as a more experienced reader, should act to bring the student closer to the literature reading in order to broaden their cultural universe, encourage them to unravel the clues left by the author, in addition to expressing the intellectual, sensory, and affective contents awakened by it, taking them to a playful, pleasurable, and exciting world provoked by planned pedagogical actions. However, for this to happen, the teacher must also be a reader, since enjoyment is achieved through aesthetic experience.

Despite this, it is clear that teacher training is one of the weak points in the implementation of literary reading at school, since the reader's education is neither sufficiently nor adequately addressed in Pedagogy courses. It is important to emphasize that generations of teachers were not trained as readers of (good) literature. This lack of training cannot be overcome simply by learning methodologies and strategies to promote literary literacy or literary education. Without the experience of aesthetic enjoyment, it is not possible to know the importance of fighting for the right to literature and convincing students of its importance.

Another aspect of the teaching work that should be considered is related to the choice of children's literature works to be made available to students, which should be guided by the quality of their external components (cover, layout, illustration), internal components (empty spaces to be filled by the reader's reflection) and their emancipatory capacity (challenging the reader, creating expectations, surprising them, bringing enjoyment). This action cannot be guided by the publishing industry either, which, influenced by market rules, deprives teachers of the competence to make autonomous literary choices.

In relation to public policies, studies show the need to invest in the promotion of books, reading, and literature in Brazil. It is clear that the government's "intention" of building a Brazil of readers by sending literary collections to schools is full of ruptures and discontinuity. This is an impediment to the public school children's and adolescents' education.

The mapping of academic publications also indicates the gaps and the absence of some relevant themes for the literary readers' education in the early years. It is noted that, even with the enactment of Law No. 11,645/2008, there is a low rate of publications focused on the indigenous peoples' literature, highlighting the need to expand literary references and include this theme in Basic Education, which is an obstacle to the appreciation and recognition of the cultural and ethnic diversity of the Brazilian population. In relation to Afro-Brazilian and African culture, it is noted that there are changes, albeit small, in the way black characters are represented, although the artificiality in the conduct of reading practices of works with this theme persists, reiterating a difficulty in transposing the legal discourse into

pedagogical practices. We did not identify publications on the teaching practice of literary reading with students with special needs; publications that deal with the implications of storytelling in schools for the literary readers' education; and publication on the place of literature for the early years in the Common National Curricular Base (Brasil, 2017).

In addition, we found that the neglect of teacher training – in initial and continuing education – for reading practices, as well as the lack of continuity of public policies to encourage literary reading, institutionalize and reinforce the denial of the right to literature at school. Therefore, these are obstacles to the readers' education that widen inequalities inside and outside school. For this reason, in order to win over readers from the first years of school life, it is essential to consider that developing the pleasure of reading requires not only the teacher's action in the classroom, but also the inclusion of this practice in future teachers' training curriculum, besides the implementation of reading policies that guarantee this right at school.

It is worth highlighting that, although the analyzed productions warn of the importance of working with literature in the early years, it is observed that the Brazilian curricular guidelines that should indicate the path, value, and functions of literature in the reader's education are now diluted in the PCN (1997) in more global objectives of literacy, in linguistic learning and in the mastery of the exercise of the utilitarian dimensions of the language; or conditioned to the discourse of textual genres in the BNCC (2017). For this reason, the lack of an effective political direction, in a context of neoliberal impositions that distort the school, with teachers without adequate training, creates a condition that is not very favorable to the development of reading literature at school, placing this practice in the background or in oblivion.

In view of this, there is an urgent need for changes in the way literature is treated in public policies that, subverted to market policies, echo in teacher training, classroom practices and reader training, perpetuating at school a vicious cycle of denial of rights, instead of promoting a real experience of literature reading, as something that makes us more human, more understanding, and that at the same time is formative because it affects us in a complex way, making us think about ourselves and others.

That said, it is possible to glimpse a way to suppress the disharmony that generates injustice according to reflection on human rights. In this way, we recognize that what we consider indispensable for ourselves is also indispensable for others, that is, we include our fellow human beings in the same list of goods that we demand (Candido, 2011, 2012), considering literature a human deep need, which cannot be left unsatisfied under penalty of mutilating our personality, in addition to placing it as a strong instrument of awareness and unmasking, due to the fact that it focuses on situations of restriction of

rights, or denial of them, such as poverty, servitude, and spiritual mutilation.

Thus, the mapping of academic productions reinforces that in order to universalize access to literature from the early years, ensuring a historical, cultural and also political right, changes of a political, economic, and social nature are essential; changes that achieve the transformation and improvement of the education offered in schools; changes that aim to fight inequality; which demands much more than the discourse propagated by the State, given the importance of this practice for the individuals' integral development. Finally, the recognition of the enjoyment of art and literature as a human right, from a very young age, places the school as a public and democratic space for access to literature, and teachers and children as subjects who think about the world, create, and are transformed by the readings they did.

Received on July 20, 2023

Approved on September 16, 2024

References

ARAÚJO, Débora Cristina de. As relações étnico-raciais na Literatura Infantil e Juvenil. **Educar em Revista**, Curitiba, v. 34, n. 69, p. 61-76, 2018. Disponível em: <https://doi.org/10.1590/0104-4060.57231>. Acesso em: 11 jan. 2023.

ARAÚJO, Débora Cristina de; DIAS, Lucimar Rosa. Vozes de Crianças Pretas em Pesquisas e na Literatura: esperar é o verbo. **Educação & Realidade**, Porto Alegre, v. 44, n. 2, p. 1-20, 2019. Disponível em: <https://doi.org/10.1590/2175-623688368>. Acesso em: 19 jan. 2023.

ARENA, Dagoberto Buim; LOPES, Naiane Rufino. PNBE 2010: personagens negros como protagonistas. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1147-1173, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/Z93k8kw9xxHJDwsxzb6v8BD/>. Acesso em: 11 jan. 2023.

BARRETO, Raquel Goulart; GUIMARÃES, Glaucia Campos. O Ensino da Leitura no Discurso Pedagógico Contemporâneo. **Educação & Realidade**, Porto Alegre, v. 40, n. 2, p. 573-590, 2015. Disponível em: <https://doi.org/10.1590/2175-623646065>. Acesso em: 11 jan. 2023.

BARROS, Alessandra Santana Soares e. Quarenta anos retratando a deficiência enquadres e enfoques da literatura infantojuvenil brasileira. **Revista Brasileira de Educação**, Rio de Janeiro, v. 20, n. 60, p. 167-193, 2015. Disponível em: <https://doi.org/10.1590/S1413-24782015206009>. Acesso em: 11 jan. 2023.

BORTOLANZA, Ana Maria Esteves. Perspectiva histórica das práticas escolares de leitura no Brasil: entre rupturas e continuidades. **Educar em Revista**, Curitiba, v. 35, n. 75, p. 283-303, 2019. Disponível em: <https://doi.org/10.1590/0104-4060.65343>. Acesso em: 11 jan. 2023.

BRASIL. **Parâmetros Curriculares Nacionais: Língua Portuguesa**. Brasília: MEC, 1997.

BRASIL. Ministério da Educação. **Base Nacional Comum Curricular**. Brasília: MEC, 2017.

BUENDGENS, Jully Fortunato; CARVALHO, Diana Carvalho de. O Preconceito e as Diferenças na Literatura Infantil. **Educação & Realidade**, Porto Alegre, v.

41, n. 2, p. 591-612, 2016. Disponível em: <https://doi.org/10.1590/2175-623650721>. Acesso em: 11 jan. 2023.

CANDIDO, Antonio. O direito à literatura. In: CANDIDO, Antonio. **Vários Escritos**. 5. ed. Rio de Janeiro: Ouro Sobre Azul; São Paulo: Duas Cidades, 2011.

CANDIDO, Antonio. O direito à literatura. In: LIMA, Aldo de *et al.* **O direito à literatura**. Recife: Ed. Universitária da UFPE, 2012. p. 12-35. Disponível em: <https://editora.ufpe.br/books/catalog/view/372/382/1125>. Acesso em: 11 jan. 2023.

CORDEIRO, Maisa Barbosa da Silva. Políticas Públicas de Fomento à Leitura no Brasil: uma análise (1930-2014). **Educação & Realidade**, Porto Alegre, v. 43, n. 4, p. 1477-1497, 2018. Disponível em: <https://doi.org/10.1590/2175-623675138>. Acesso em: 11 jan. 2023.

DALLA-BONA, Elisa Maria; BUFREM, Leila Santiago. Aluno-autor: a aprendizagem da escrita literária nas séries iniciais do ensino fundamental. **Educação em Revista**, Belo Horizonte, v. 29, n. 1, p. 179-203, 2013. Disponível em: <https://www.scielo.br/j/edur/a/vD9FVS4kVYmv6ftMPtdVKTv/abstract/?lang=pt> Acesso em: 11 jan. 2023.

DALLA-BONA, Elisa Maria; FONSECA, Jair Tadeu da. Análise de obras da literatura infantil como estratégia de formação do pedagogo/professor: saber ler, saber escolher. **Educar em Revista**, Curitiba, v. 34, n. 72, p. 39-56, 2018. Disponível em: <https://doi.org/10.1590/0104-4060.62754>. Acesso em: 11 jan. 2023.

DAVILA, Denise; SOUZA, Renata J. de. O Uso de Textos Polêmicos em Sala de Aula: formação e prática docente. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, 2013. Disponível em: <https://seer.ufrgs.br/index.php/educacaoerealidade/article/view/38166>. Acesso em: 11 jan. 2023.

FERNANDES, Célia Regina Delácio. Avós e netos na literatura infantil: vidas compartilhadas. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1089-1112, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/LLL55dccMSdgFKy5W7gDGkx/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

FERREIRA, Norma Sandra de Almeida. As pesquisas denominadas 'estado da arte'. **Educação & Sociedade**, Campinas, v. 23, n. 79, p. 257-272, 2002. Disponível em: <https://doi.org/10.1590/S0101-73302002000300013>. Acesso em: 11 de jan, 2023.

FISCHER, Rosa Maria Bueno; SILVA, Tatielle Rita Souza da. Literatura e formação: o prazer do texto entre as margens do sistema escolar. **Revista Brasileira de Educação**, Rio de Janeiro, v. 23, p. 1-17, 2018. Disponível em: <https://doi.org/10.1590/S1413-24782018230097>. Acesso em: 11 jan. 2023.

FRANCO, Mafalda; BALÇA, Ângela. Em busca da relação (im)possível: entre a educação literária e a educação artística. **Educar em Revista**, Curitiba, v. 34, n. 72, p. 77-93, 2018. Disponível em: <https://revistas.ufpr.br/educar/article/view/62762>. Acesso em: 11 jan. 2023.

FRITZEN, Celdon; CABRAL, Gladir da Silva. Rute e Alberto resolveram ser turistas: a leitura literária para crianças no período Vargas. **Revista Brasileira de Educação**, Rio de Janeiro, v. 19, n. 57, p. 329-347, 2014. Disponível em: <https://doi.org/10.1590/S1413-24782014000200004>. Acesso em: 11 jan. 2023.

GARCIA, Silas Sampaio; AQUINO, Julio Groppa. Uma Palavra Detestável: do encontro entre literatura, escrita e educação. **Educação & Realidade**, Porto

Alegre, v. 45, n. 1, p. 1-21, 2020. Disponível em: <https://doi.org/10.1590/2175-623693433>. Acesso em: 11 jan. 2023.

GERALDI, João Wanderley. Leitura: uma oferta de contrapalavras. **Educar em Revista**, Curitiba, n. 20, p. 77-85, 2002. Disponível em: <https://doi.org/10.1590/0104-4060.265>. Acesso em: 11 jan. 2023.

GUSSO, Angela Mari; DALLA-BONA, Elisa Maria. A reescrita do texto literário de alunos dos anos iniciais da escolarização. **Educar em Revista**, Curitiba, n. 52, p. 69-84, 2014. Disponível em: <https://doi.org/10.1590/0104-4060.36316>. Acesso em: 11 jan. 2023.

HILLESHEIM, Betina; GUARESCHI, Neuza. M. de F. Contos de Fadas e Infância(s). **Educação & Realidade**, Porto Alegre, v. 31, n. 1, p. 1-20, 2011. Disponível em: <https://seer.ufrgs.br/index.php/educacaoerealidade/article/view/22976>. Acesso em: 11 jan. 2023.

KIRCHOF, Edgar Roberto; BONIN, Iara Tatiana. Representações do feio na literatura infantil contemporânea. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1069-1088, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/j7rTgsrd86nYjfKBfvrVKdw/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

KIRCHOF, Edgar Roberto; SILVEIRA, Rosa Maria Hessel. O pato, a morte e a tulipa - Leitura e discussão de um livro ilustrado desafiador com alunos dos anos iniciais. **Educar em Revista**, Curitiba, v. 34, n. 72, p. 57-76, 2018. Disponível em: <https://www.scielo.br/j/er/a/DGhvSgbTPYXxbwHpxrPVd4g/?format=pdf>. Acesso em: 11 jan. 2023.

MELO, Dinorá Machado; MELLO, Maria Lucia Souza e; FRANGELLA, Rita de Cássia P. Leitura e escrita nas vozes de futuros professores. **Educar em Revista**, Belo Horizonte, v. 17, n. 33, p. 91-108, 2001. Disponível em: <https://periodicos.ufmg.br/index.php/edrevista/article/view/44464>. Acesso em: 11 jan. 2023.

MENDES, Teresa de Lurdes Frutuoso. A morte dos avós na literatura infantil: análise de três álbuns ilustrados. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1113-1127, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/xqm44bfhcY7nBjvLTTgNdPd/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

MORAES, Fabiano de Oliveira; SILVA, Sandra Kretli da. Deslimites da Palavra em Manoel de Barros: literatura menor e infância. **Educação & Realidade**, Porto Alegre, v. 44, n. 4, p. 1-16, 2019. Disponível em: <https://www.scielo.br/j/edreal/a/8wX7ptCFNQjGWwqqZFRn79g/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

MORTATTI, Maria do Rosário Longo. Na história do ensino da literatura no Brasil: problemas e possibilidades para o século XXI. **Educar em Revista**, Curitiba, n. 52, p. 23-43, 2014. Disponível em: <https://www.scielo.br/j/er/a/Sfw6w7jqDz4nrJpVxLPCFrn/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

NEITZEL, Adair de Aguiar; CARVALHO, Carla; HENRIQUE, Fabiana. O Livro didático de alfabetização e a formação de leitores. **Educação em Revista**, Curitiba, v. 31, n. 3, p. 169-194, 2015. Disponível em: <https://www.scielo.br/j/edur/a/88yn57xp4bKBkXCCwmVXhCQ/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

PIRES, Suyan Maria Ferreira. Amor romântico na literatura infantil: uma questão de gênero. **Educar em Revista**, Curitiba, n. 35, p. 81-94, 2009. Disponível em: <https://doi.org/10.1590/S0104-40602009000300007>. Acesso em: 11 jan. 2023.

RAMOS, Anne Carolina. Os Avós na Literatura Infantil: perspectivas gerontológicas e educacionais. **Educação & Realidade**, Porto Alegre, v. 40, n. 1, p. 191-225, 2015. Disponível em: <https://doi.org/10.1590/2175-623645343>. Acesso em: 11 jan. 2023.

RAMOS, Flávia Brocchetto; NUNES, Marília Forgearini. Efeitos da ilustração do livro de literatura infantil no processo de leitura. **Educar em Revista**, Curitiba, v. 29, n. 48, p. 251-263, 2013. Disponível em: <https://revistas.ufpr.br/educar/article/view/24680>. Acesso em: 11 jan. 2023.

RIZZATTI, Mary Elizabeth Cerutti. Implicações metodológicas do processo de formação do leitor e do produtor de textos na escola. **Educação em Revista**, Belo Horizonte, n. 47, p. 55-82, 2008. Disponível em: <https://www.scielo.br/j/educar/a/LX4km6KJJR7rJbXg3ZHxB5B/abstract/?lang=pt>. Acesso em: 11 jan. 2023.

ROMANOWSKI, Joana Paulin; ENS, Romilda Teodora. As pesquisas denominadas do tipo “estado da arte” em educação. **Revista Diálogo Educacional**, Curitiba, v. 6, n. 19, p. 37-50, 2006. Disponível em: <https://periodicos.pucpr.br/dialogoeducacional/article/view/24176>. Acesso em: 12 jan. 2023.

SALDANHA, Diana Maria Leite Lopes; AMARILHA, Marly. O ensino de literatura no curso de Pedagogia: uma presença necessária. **Educar em Revista**, Curitiba, v. 34, n. 72, p. 151-167, 2018. Disponível em: <https://www.scielo.br/j/er/a/MJQvVRfwvSxHnvF49dJLBRd/?format=pdf>. Acesso em: 11 jan. 2023.

SANTOS, Maria Aparecida Paiva Soares dos; TEIXEIRA, Marina Gontijo. Catálogos de editoras e a circulação da literatura no contexto escolar. **Educação em Revista**, Belo Horizonte, v. 28, n. 4, p. 133-168, 2012. Disponível em: <https://www.scielo.br/j/educar/a/V3XbTLSTXbGFcgQDty5K5H/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

SILVEIRA, Rosa Maria Hessel. A leitura e seus poderes: um olhar sobre dois programas nacionais de incentivo à leitura. **Educar em Revista**, Curitiba, p. 103-120, 2010. Disponível em: <https://www.scielo.br/j/er/a/jhPswMvXVkgVgdjBKnvtmMF/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

SILVEIRA, Rosa Maria Hessel; KAERCHER, Gládis da Silva. Dois papais, duas mães: novas famílias na literatura infantil. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1191-1206, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/48FpzxM5wBtHj5Cq8k3NpnP/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

SOUZA, Renata Junqueira de; COSSON, Rildo. O Cantinho da Leitura como prática de letramento literário. **Educar em Revista**, Curitiba, v. 34, n. 72, p. 95-109, 2018. Disponível em: <https://doi.org/10.1590/0104-4060.62764>. Acesso em: 11 jan. 2023.

THIÉL, Janice Cristine. A literatura dos povos indígenas e a formação do leitor multicultural. **Educação & Realidade**, Porto Alegre, v. 38, n. 4, p. 1175-1189, 2013. Disponível em: <https://www.scielo.br/j/edreal/a/PJsZ4S3tMLKBmyJ83VKXcQg/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

VELOSO, Geisa Magela; PAIVA, Aparecida. Representações sociais de leitura: o texto literário em sua função lúdica e educativa. **Revista Brasileira de Educação**, Rio de Janeiro, v. 26, p. 1-22, 2021. Disponível em: <https://www.scielo.br/j/rbedu/a/YHtKfPVprGXXzSYvtNbDpGw/?format=pdf&lang=pt>. Acesso em: 11 jan. 2023.

ZANCHETTA, Juvenal. Práticas de leitura literária e a contribuição do PNAIC. **Revista Brasileira de Educação**, Rio de Janeiro, v. 22, n. 68, p. 147-167, 2017. Disponível em: <https://doi.org/10.1590/s1413-24782017226808>. Acesso em: 11 jan. 2023.

Josiane Xavier Theláu Campos is a PhD student in the Graduate Program in Education at the Federal University of Espírito Santo.

ORCID: <https://orcid.org/0000-0003-3803-6992>

E-mail: josianexcampos@gmail.com

João Paulo Casaro Erthal holds a PhD degree in Science Teaching from Universidade Estadual do Norte Fluminense and is an associate professor at Federal University of Espírito Santo. PPGEEDUC.

ORCID: <https://orcid.org/0000-0003-3578-2340>

E-mail: jperthal@gmail.com

Availability of research data: The dataset supporting the findings of this study is published in the article itself.

Editor in charge: Carla Karnoppi Vasques

