

## THE ART OF READING: THE FORMATION OF THE READER FROM THE PERSPECTIVE OF THE BRAZILIAN NATIONAL COMMON CORE CURRICULUM (BNCC)

 <https://doi.org/10.63330/aurumpub.010-004>

**Andréia Pacheco de Almeida<sup>1</sup>, Aurora de Castro Pantoja<sup>2</sup>, Cindy Izabelle Hage Pantoja<sup>3</sup>, Elizete Ferreira Moraes Barbosa<sup>4</sup>, Nayara Karine Silva de Souza<sup>5</sup>, Thácila Mikaelen Mendes da Cunha<sup>6</sup> and Zuziane Ferreira da Rocha<sup>7</sup>**

### ABSTRACT

The article explores the challenges and possibilities of literature teaching in Brazilian public schools, with a focus on the final years of Elementary Education, particularly within the state school system of Pará. This is a bibliographic and documentary research that draws upon the analysis of the National Curriculum Parameters (PCNs), the National Common Core Curriculum (BNCC), and the Reference Curriculum Document of Pará (DRC/PA). The study connects these official guidelines with theoretical contributions from authors such as Cosson, Lajolo, Kleiman, and Soares. The methodology is based on interpretative content analysis, complemented by data from the Pará State Educational Assessment System (SisPAE). The findings indicate that literature instruction is still largely guided by fragmented practices and a reliance on textbooks, which undermines the development of critical and engaged readers. The marginal position of literature in the curriculum, combined with the reading difficulties identified by SisPAE, reinforces the urgency of integrated pedagogical strategies that promote both critical and aesthetic engagement with literary texts. The article advocates for an approach to literature that preserves its formative and humanizing potential, emphasizing reading practices that involve the school, family, and community. It concludes that literature teaching must be understood as a cultural and political act, essential for citizenship formation, and that it requires investments in public policies, library collections, and teacher training.

**Keywords:** Literary reader; BNCC; Literary literacy; Basic education; Literature.

<sup>1</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: andreia.p.almeida2025@gmail.com

<sup>2</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: auroradecastropantoja@gmail.com

<sup>3</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: cursoderedacaoprofcindyhage@gmail.com

<sup>4</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: prof.elizetemorais@gmail.com

<sup>5</sup> Elementary school teacher.

E-mail: professoranayarakarine@gmail.com

<sup>6</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: thacilamendes96@gmail.com

<sup>7</sup> Master's students in the Postgraduate Program in Teaching Portuguese Language and its respective Literatures - Pará State University (UEPA)

E-mail: Zuzianerocha2@gmail.com



## INTRODUCTION

The cultivation of readers in Basic Education has remained one of the most persistent and essential challenges in the Brazilian educational field. Amid constant social, technological, and cultural changes, literary reading stands out as a formative practice capable of broadening horizons, developing critical thinking, and promoting literacy in its deepest, most humanizing dimension (Candido, 1995; Cosson, 2009). The Brazilian National Common Core Curriculum (BNCC), ratified in 2017, reinforces this perspective by establishing reading as the structuring axis of Portuguese Language instruction and by emphasizing the appreciation of literature as an aesthetic and formative experience (Brazil, 2017).

The proposal of literary literacy, as advocated by authors such as Cosson (2014) and Coenga (2010), involves not only exposure to canonical texts or the development of technical reading skills but, above all, the immersion of students in meaningful practices that engage sensibility, reflection, and critical appropriation of literary language. This conception aligns with the National Curriculum Parameters (PCNs), which since the 1990s have pointed to reading as a fundamental axis in the formation of students' communicative competence (Brazil, 1997; 1998).

This article aims to discuss the possibilities and challenges of forming the literary reader in the context of Basic Education, based on the orientations of the BNCC and the perspective of literary literacy, articulating theoretical foundations with pedagogical practices that value literature as an instrument for the integral formation of the subject. For this purpose, it draws on contributions from authors such as Bakhtin (1986), Kleiman (1995), Lajolo (1986), and Soares (1999), as well as on official documents and current research that analyze the school's role in democratizing access to reading and in constructing reading subjects.

## METHODOLOGY

This study was carried out through bibliographic and documentary research, aiming to analyze the directives, guidelines, and recommendations present in official Brazilian educational documents, such as the National Common Core Curriculum (BNCC) and the National Curriculum Parameters (PCNs). The investigation also relied on a review of academic literature focused on reading instruction and literary literacy in Basic Education.

The theoretical framework was constructed from works by authors who discuss the social function of reading and the role of literature in forming critical readers, such as Bakhtin (1986), Lajolo (1986), Cosson (2009, 2014), and Kleiman (1995, 2000). These scholars were essential for understanding literary literacy as a formative and transformative social practice, as well as for reflecting on literature teaching in diverse school contexts.



Additionally, the research included the analysis of public educational assessment data, such as the results of the Pará Basic Education Assessment System, in order to reflect on students' reading competency levels and their implications for the teaching–learning process. The analysis of these indicators allowed for contextualization of the challenges of functional illiteracy in Brazil, highlighting its impacts on the formation of autonomous, critical readers fully integrated into their social milieu.

The adopted methodology was interpretative content analysis, aiming to identify in the curricular documents and the academic production the main contributions and limitations of proposals related to reading and literature instruction. The interpretative approach enabled a confrontation between the studied literature and the practices suggested in the official documents, allowing for the identification of concrete possibilities and persistent challenges for the consolidation of a literary education that contributes to students' critical, sensitive, and emancipatory formation.

## RESULTS AND DISCUSSION

This article analyzes the formation of the literary reader in the public Basic Education network of the state of Pará, specifically in the final years of Elementary Education. The research seeks to demonstrate how reading instruction, in the context of the Literature discipline, is guided by the main official documents: the National Curriculum Parameters (PCNs), the National Common Core Curriculum (BNCC), and the Reference Curriculum Document of Pará (DRC/PA).

The PCNs, published in the 1990s, aim to reformulate teaching across Brazil, seeking to improve the quality of Basic Education. These documents serve as fundamental guidelines for guiding teachers' work in the classroom, offering a basis for organizing pedagogical practices.

The BNCC, in turn, was developed in compliance with the National Education Guidelines and Framework Law (LDB – Law No. 9.394/1996). Its purpose is to steer the curricula of the federal units' educational systems and networks, as well as to guide the pedagogical proposals of public and private institutions from Early Childhood Education through Elementary and High School (MEC, 2017).

The Reference Curriculum Document of Pará (DRC/PA) for the final years of Elementary Education, ratified by the State Education Council, reaffirms the importance of curricular organization in alignment with the BNCC. It highlights fundamental aspects such as Integral Development, Active Learning, and Progression of Learning, prioritizing pedagogical practices that value students' active participation through diverse linguistic and cultural experiences.

Based on the orientations contained in these official documents, we discuss how literature and literary texts are addressed in the final years of Elementary Education. The BNCC establishes that it is essential to “recognize that literary texts belong to the world of the imaginary and present a playful, enchanting dimension, valuing them in their cultural diversity as an artistic heritage of humanity”



(BNCC, 2017, p. 95). This premise highlights the appreciation of the imaginary world that students bring to the school context, providing enriching contact with different cultures.

The formation of the literary reader during schooling is closely linked to the curricular organization into five knowledge areas—Languages, Mathematics, Natural Sciences, Human Sciences, and Religious Education—which must be included in schools' curricula, as established by the BNCC (2018). Although each area preserves its particularities, Opinion CNE/CEB No. 11/2010 emphasizes the importance of integrating knowledge across different curricular components, considering each school phase's pedagogical demands and the characteristics of its students.

The school's role in the formation of the reader is essential from the earliest years of schooling. Reading practice, more than mere decoding of alphabetic signs, allows students to expand their understanding of the world, connecting personal and collective experiences with the social context in which they are inserted.

According to Soares (1999), literacy is the condition of one who not only knows how to read and write but also practices and values the social use of writing. Thus, mere alphabetization is not sufficient for an individual to master the reading and writing practices of their social milieu. For Cosson (2009), literature must be taught in school as a social practice. He argues that:

“Literary literacy is a social practice and, as such, the school's responsibility. The question is not whether the school should or should not school literature, as Magda Soares rightly alerts us, but rather how to do so without stripping it of its character, without turning it into a simulacrum of itself that negates more than it affirms its power of humanization” (Cosson, 2009, p. 23).

Thus, the schooling of literature must maintain its essence, preserving its power of transformation and humanization in the educational context. Considering the importance of the relationship among Literature, human formation, and language study, one understands the humanizing role that Literature teaching exercises in forming the reader, whose objective is to become fully literate. Given that, in schools, activities involving reading and writing form the basis of learning from the earliest grades, it is essential that all students have access to these practices to reach the level of a competent reader.

In Pará, the Pará State Educational Assessment System (SisPAE), implemented in 2013, serves as an important instrument to diagnose students' learning levels and guide public educational policies. Recent SisPAE data indicate that, despite advances, a large portion of students in the final years of Elementary Education still exhibit difficulties in critical reading and text interpretation, reflecting challenges similar to those observed nationally.

These results show that many students do not reach the basic competencies expected for their school stage, especially concerning literary reading, which directly impacts the formation of the reader as both consumer and critic, as oriented by the BNCC. This underscores the need for more effective



pedagogical practices that go beyond decoding and promote contact with cultural diversity and sense-making in literary texts.

The PCNs determine that the text must be the primary object of language study, valuing its artistic and cultural dimension; however, the reality in schools shows that work with literature remains fragmented and subordinated to textbooks, limiting the transformative potential of literary teaching.

The absence of Literature as a central discipline in Pará's school curriculum reinforces this weakness, creating gaps that compromise the formation of critical and autonomous readers. To reverse this scenario, it is imperative that schools promote actions encouraging literary reading, using libraries, collections, reading groups, and projects involving students, teachers, and families.

Moreover, SisPAE plays a fundamental role not only in assessment but also in indicating paths for improving pedagogical practices by identifying students' main difficulties. This enables the creation of more targeted strategies to strengthen reading formation, especially in the context of literary reading, which must be expanded and valued to ensure quality, inclusive, and humanizing education.

## FINAL CONSIDERATIONS

The analysis of the formation of the literary reader in Pará's public education network, especially in the final years of Elementary Education, highlights the importance of Literature teaching as an essential component for students' integral development. From official documents such as the PCNs, the BNCC, and the DRC/PA, it is evident that literature must be valued not merely as a decoding exercise but as a social and cultural practice that humanizes and broadens students' critical outlook on the world.

SisPAE data reveal that many students still face difficulties in basic reading competencies, demonstrating that educational policies need constant evaluation and adjustment to ensure the effective formation of critical and engaged readers. It is essential that pedagogical practices transcend the fragmented, utilitarian use of textbooks, fostering school environments rich in textual diversity, shared reading, and social interaction.

The school has the irreplaceable role of articulating literature with students' everyday lives, encouraging engagement with different cultures and texts that stimulate imagination and critical thinking. In this regard, strengthening libraries, reading projects, and continuous teacher training are indispensable strategies to achieve better results.

Furthermore, the articulation between school and family should be fostered so that reading becomes a living, continuous practice, expanding students' cultural repertoire and contributing to the formation of autonomous, conscious citizens.

Thus, it is reaffirmed that the formation of the literary reader must be understood as a dynamic process requiring the active participation of the entire school community and public policies committed to



educational quality. The challenge is to ensure that Literature teaching retains its humanizing essence and constitutes a fundamental instrument for knowledge construction and social transformation.

---

### **Global Education Beyond Limits**

*THE ART OF READING: THE FORMATION OF THE READER FROM THE PERSPECTIVE OF THE BRAZILIAN  
NATIONAL COMMON CORE CURRICULUM (BNCC)*



## REFERENCES

1. Brasil. (1996). Lei nº 9.394, de 20 de dezembro de 1996: Estabelece as diretrizes e bases da educação nacional [Law No. 9.394 of December 20, 1996: Establishes the guidelines and foundations of national education]. Diário Oficial da União, seção 1, Brasília, DF, December 23, 1996. Retrieved from [https://www.planalto.gov.br/ccivil\\_03/leis/l9394.htm](https://www.planalto.gov.br/ccivil_03/leis/l9394.htm). Accessed July 24, 2025.
2. Brasil. Ministério da Educação. (2017). Base Nacional Comum Curricular [National Common Curricular Base]. Brasília, DF: MEC. Retrieved from <https://basenacionalcomum.mec.gov.br/>. Accessed July 24, 2025.
3. Brasil. Ministério da Educação, Secretaria de Educação Fundamental. (1998). Parâmetros Curriculares Nacionais: terceiro e quarto ciclos do ensino fundamental: língua portuguesa [National Curricular Parameters: third and fourth cycles of elementary education: Portuguese language]. Brasília, DF: MEC/SEF. Retrieved from <http://portal.mec.gov.br/seb/arquivos/pdf/livro08.pdf>. Accessed July 24, 2025.
4. Conselho Estadual de Educação do Pará. (2018). Documento de Referência Curricular para o Ensino Fundamental – Anos Finais [Curricular Reference Document for Elementary Education – Final Years]. Belém, PA: CEE-PA. Retrieved from <https://www.cee.pa.gov.br/sites/default/files/DRC-AnosFinais.pdf>. Accessed July 24, 2025.
5. Cosson, R. (2009). Letramento literário: uma questão de prática social [Literary literacy: a matter of social practice]. Revista Letras, 40(80), 17–30. Retrieved from <https://revistas.ufpr.br/letras/article/view/16445>. Accessed July 24, 2025.
6. Lajolo, M. (1986). Leitura e vida [Reading and life]. São Paulo: Ática.
7. Libâneo, J. C. (2000). Didática (11th ed.) [Didactics]. São Paulo: Cortez.
8. Resende, V. (2023). Formação de leitores: estratégias para o ensino de literatura [Reader education: strategies for teaching literature]. Belo Horizonte: Autêntica.
9. Sistema Paraense de Avaliação Educacional – SisPAE. (2023). Relatório de Resultados da Avaliação 2022 [2022 Assessment Results Report]. Belém, PA: Secretaria de Estado de Educação do Pará. Retrieved from [https://www.seduc.pa.gov.br/sites/default/files/documentos/sispae2022\\_relatorio.pdf](https://www.seduc.pa.gov.br/sites/default/files/documentos/sispae2022_relatorio.pdf). Accessed July 24, 2025.
10. Soares, M. (1999). Letramento: um tema em três gêneros [Literacy: a theme in three genres]. Belo Horizonte: Autêntica.