

READING STRATEGIES FOR CHILDREN: WHAT DO SURVEYS SAY?

ESTRATÉGIAS DE LEITURA PARA A INFÂNCIA: O QUE AS PESQUISAS DIZEM?

ESTRATEGIAS DE LECTURA PARA LA INFANCIA: ¿QUÉ DICEN LAS ENCUESTAS



Geuciane Felipe Guerim FERNANDES¹
e-mail: geuciane@uenp.edu.br



Katya Luciane de OLIVEIRA²
e-mail: katyauel@gmail.com

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¹ Northern Paraná State University (UENP), Cornélio Procópio – PR – Brazil. Doctorate in Education.

² State University of Londrina (UEL), Londrina – PR – Brazil. Associate Professor at the Department of Psychology and Psychoanalysis, at the Postgraduate Program in Psychology (as coordinator) and at the Postgraduate Program in Education.

ABSTRACT: This article is an excerpt from a doctoral thesis that arises from the need to specifically defend the rights of the little reader, the right to children's literature and childhood enchantment. In order to recognize the importance of this discussion, this article aimed to carry out a systematic review of the Brazilian Digital Library of Theses and Dissertations (BDTD) database to obtain a parameter and identify what research presents about practices mediated with strategies of reading for childhood, which encourage the formation of the little reader in Early Childhood Education. The results demonstrate the existence of a reduced number of theses and dissertations dealing with children's reading strategies, suggesting the need to expand studies on this topic.

KEYWORDS: Reading strategies. Children's literature. Childhood.

RESUMO: *Este artigo se constitui de um recorte de uma tese de doutorado que surge, assim, a partir da necessidade de defender especificamente os direitos do pequeno leitor, o direito à literatura infantil e ao encantamento na infância. A fim de reconhecer a importância dessa discussão, este artigo objetivou realizar uma revisão sistemática na base de dados da Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), com intuito de obter um parâmetro e identificar o que as pesquisas apresentam sobre práticas mediadas com estratégias de leitura para a infância que impulsionam a formação do pequeno leitor na Educação Infantil. Os resultados demonstram a existência de número reduzido de teses e dissertações que tratam sobre as estratégias de leitura para infância, sugerindo-se a necessidade de ampliar os estudos sobre essa temática.*

PALAVRAS-CHAVE: *Estratégias de leitura. Literatura infantil. Infância.*

RESUMEN: *Este artículo es un extracto de una tesis doctoral que surge, por tanto, de la necesidad de defender específicamente los derechos del pequeño lector, el derecho a la literatura infantil y el encanto infantil. Para reconocer la importancia de esta discusión, este artículo tuvo como objetivo realizar una revisión sistemática en la base de datos de la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD), con el fin de obtener un parámetro e identificar lo que la investigación presenta sobre las prácticas mediadas con estrategias de lectura para la infancia, que favorezcan la formación del pequeño lector en Educación Infantil. Los resultados demuestran la existencia de un número reducido de tesis y disertaciones que tratan de estrategias de lectura para niños, lo que sugiere la necesidad de ampliar los estudios sobre este tema.*

PALABRAS CLAVE: *Estrategias de lectura. Literatura infantil. Infancia.*

Introduction

Rights of the little reader

Patrícia Auerbach and Odilon Moraes

For great beginning readers.

Every little reader has the right to be the hero,
choose the main character
and decide when and how they want to read.
Every little reader has the right to play with words,
make amazing friends
and take the whole gang out for a walk.
Every little reader has the right to pretend,
help with the shopping
and savor everything they learn.
Every little reader has the right to tell stories,
hear stories
and invent all over again.
Every little reader has the right to dream always...
With a HAPPY ending.
(Our translation)

The illustrated book by Auerbach and Moraes (2017) claims indispensable and inalienable rights of the little reader and, at the same time, invites reflection on the rights of the child, respect for childhood, its experiences and specificities. This article is part of a doctoral thesis that arose from the need to specifically defend the rights of the young reader, the right to children's literature and to enchantment in childhood. Based on this search and on the questions that motivated the investigation, the research problem was formed: How can reading strategies constitute initial elements for the formation of reading attitudes in early childhood education?

In order to recognize the importance of this discussion, this article aimed to carry out a systematic literature review in the Brazilian Digital Library of Theses and Dissertations (BDTD) database, with the purpose of obtaining a parameter on the national scenario, which integrates the theses and dissertations systems existing in Brazil's educational and research institutions, in order to understand practices mediated by reading strategies that foster the formation of young readers in Early Childhood Education. The hypothesis of this research is that appropriate mediations with reading strategies can be a driving force for the formation of reading attitudes, provided that these mediations are anchored in conceptions that respect childhood and its specificities.

The studies of Girotto (2016) highlight the role of Early Childhood Education in creating in children the need to read, through times, spaces, materials and relationships that mediate the

formation of the reading identity. "And this happens when the little one has voice and importance in the collective, when he is valued as a subject of reading practices with other children and with adults" (GIROTTI, 2016, p. 139, our translation). The author also emphasizes the value of practices with reading strategies as a possible way to ensure this formative process.

It is understood that the child's first attitude in the path of reading formation is the ability to attribute meanings, possible to be generated by creating the need to read in authentic reading situations (ARENA, 2010a; MELLO, 2010). In a contradictory way to this, it is observed an impoverishment of reading practices in childhood, often closed in the search for a product, such as painting activities, spelling of letters, words, in which the "product" is valued in detriment of the "process", neglecting the possibility of developing a reading attitude from the earliest age (GIROTTI; SOUZA, 2016; LUGLE; MELLO, 2015).

It is necessary to be concerned with mechanistic and artificial proposals that believe they are forming readers, especially at the present time, when six-year-old children are already attending first grade classrooms in elementary school. Thus, the challenge consists in envisioning reading situations that respect the time of childhood as a propulsive time for human development, making it possible to educate the senses to see what they did not see, hear what they did not hear, and feel what they did not feel. It is necessary to go beyond immediacy, to unveil what lies beyond appearance, in a constant dialog with the other, with words, with images, with oneself, exercising the ability to read and thus constituting the reading attitude (MELLO, 2007).

The formation of the reader and the Reading Strategies

Before opening a book, going to a restaurant, or choosing a movie, the human brain already starts to activate what is known, thought, or believed about a certain event. This capacity is developed from the experiences lived throughout life, which here is called prior knowledge. This knowledge makes it possible to explain the individual responses that subjects make to literature, art, music, or any other area of learning (MOREILLON, 2007).

The need to read since childhood is provoked when significant experiences are lived, capable of creating in the young child the desire to know and put into practice what he sees the adult experiencing. The essence of reading, from this perspective, is to allow the child to establish meaning with the book, with the written text, with the author, with the act of reading, because it is only in concrete, real and living situations of reading and writing that the reader is

formed and constituted (BENNETT *et al.*, 2018; FOUCAMBERT, 2008; MELLO, 2010; 2012; 2016; LUGLE; MELLO, 2015).

The North American studies by Harvey and Goudvis (2017); Pressley (2002); Pearson *et al.* (1992); Pearson and Cervetti (2017) have proposed some possible directions for teaching reading strategies from an early age. The authors summarize the strategies that active and proficient readers use when constructing text meaning as follows: comprehension monitoring, activation of prior knowledge and connections, questioning, inference, visualization, summarization, and synthesis. The authors emphasize the need to integrate reading strategies so that children realize early on how independent readers do.

Active, thoughtful, and experienced readers activate different reading strategies. At all ages and at any level of sophistication, readers use prior knowledge to comprehend text. The studies of Pearson *et al.* (1992) and Resnick (1984) demonstrate that information can be better grasped and remembered when it is integrated with relevant prior knowledge and schemas. But in addition to having prior knowledge, it is necessary to activate it in a strong dimension of metacognitive activity. In reading it is possible to activate prior knowledge about: text-specific knowledge, general events in the surrounding world, and knowledge about the organization of the text. Reflective readers use prior knowledge, while those who have not appropriated the act of reading as a strategic process generally do not. In this sense, it is necessary that these readers are taught to use their prior knowledge, learning that they have ideas in their minds that can be activated to generate elaborations and better understand what is read.

Before reading, the experienced reader is clear about his or her reading objectives (to learn, to find information) and is able to examine the text, search for initial information, and can select the main moments of the reading. At this point also, good readers activate prior knowledge that will affect comprehension throughout the text. A preliminary reading results in the formation of hypotheses about what will be covered in the text.

While reading, experienced readers are selective, ignoring some information and rereading other information that is considered more important for their reading objectives. At times, they may take notes or pause to reflect on an idea presented in the text. They may also make predictions, which hold or change as the reader delves deeper into the text, evaluating the hypotheses that have been formulated from prior knowledge. Strategic readers try to figure out how a piece of information relates to prior knowledge or try to make guesses about the intentions, moods of the characters, or they may integrate the text's ideas and construct a main idea, perhaps from pre-reading information such as analyzing the text's structure.

Experienced readers are able to interpret and create mental images as they read, drawing conclusions from the information in the text, their perceptions of the author, and the context of production. They can also evaluate the style of the text and its content, expressing different affective reactions (satisfaction, boredom, frustration). Good readers are metacognitively aware while reading, monitoring from the characteristics of the text the relationships of the part to the whole and the problems they present while reading. Monitoring plays an important role in the reader's processing and thinking, which is why if a text is irrelevant, they can stop reading and look for another more relevant one.

In summary, experienced readers form meanings of whole texts by engaging in these three moments. Before reading, you can set reading goals and make predictions based on your prior knowledge. During reading, it can ask questions, build mental images representing and interpreting the text. After the first reading, good readers continue reflecting on the text, revising, rereading and understanding.

And the kids? Would they be able to activate reading strategies even in childhood? Children are active in curiosity, questions, opinions, and the school needs to be a space that drives children's thinking. Harvey and Goudvis (2017) argue that we need to teach children to think beyond words: we do this by mobilizing all available sources. As we present the book, children need time to express themselves, explore, question, infer, unhurried time, which allows them to observe slowly and discover hitherto unknown elements (MELLO, 2019). To create a strategic reading environment, we need to ensure respectful interactions in which children are not afraid to speak up, but are able to express their opinions and thoughts (HARVEY; GOUDVIES, 2017).

For this, we need to ensure that children have daily opportunities to read, listen to stories, manipulate written materials (ARENA, 2010a; 2010b; GIROTTO; SOUZA, 2016; VALIENGO; SOUZA, 2016). Thinking about working with reading comprehension strategies in childhood does not mean prescribing a step by step to be reproduced at school. Far from it, we understand the child as a historical subject of rights, desires and needs (BRAZIL, 2009). Thinking about the development of reading attitudes in young children, from this perspective, is to envision reading as an act of understanding the communication intention of the other. For this, the organization of times, spaces and relationships for literary sharing in childhood is based on creating needs to know, think, dialogue based on the book object and reading strategies.

What does research say about reading strategies? What about childhood?

With the theoretical reasons presented and the concerns arising from these, a survey was conducted at the Brazilian Digital Library of Theses and Dissertations (BDTD). We searched for works with the descriptors "reading strategies" and "reading comprehension strategies" in the title of the publication. After this registration, we read the abstracts and methodologies to analyze how many of the papers referred to the focus of our research, i.e., reading strategies as a possibility for the formation of reading attitudes in childhood.

Using the descriptor "reading strategies", we initially obtained 127 dissertations and 21 theses, with the first work delimiting 1997 and the last in 2020. Next, using the same criteria, the descriptor "reading comprehension strategies" was applied, considering its use by several authors. Initially, 12 dissertations and 2 theses were obtained, being the first work from 2002 and the last one from 2020. For both descriptors, there was no numerical change when using the plural terms.

Based on the research parameters used, the analysis of the found theses began. With the descriptor "reading strategies", it was verified, from the 21 works, 16 not referring to the focus of the research: 4 with a focus on digital literacy, 1 with a focus on visual arts, 3 with a focus on specific content of the Portuguese language (textual production, lexical competence, advertising genre), 1 in chemistry, 1 in biological sciences, 2 focusing on foreign language (English or Spanish), 1 focusing on socio-spatial reading strategies, 1 focusing on strategies for piano, 1 with a focus on reading strategies at work, 1 with a focus on large-scale assessment and 5 theses not specifically concerned with reader training. With the descriptor "reading comprehension strategies" 2 thesis works were found, both relevant to the objective of the study. In Charts 1 and 2, the works corresponding to the focus of the research can be verified.

Chart 1 – Theses with the descriptor “reading strategy” focusing on reading training/attitude – BDTD

TITLE	STAGE	AUTHOR)	HEI	YEAR
Leitura do gênero textual policial e estratégias do processo de referenciação	Elementary I, II, High School and College	Cleuza Pelá	PUC/SP	2006
Estratégias de leitura e o ensino do ato de ler	Elementary I	Silvana Paulina de Souza	UNESP	2014
Andersen e o ensino de estratégias de leitura: relações entre leitores e textos	Elementary I	Vania Kelen Belão Vagula	UNESP	2016
Aperfeiçoamento da leitura em estudantes com dislexia do desenvolvimento com o método fônico associado à estimulação das funções executivas e estratégias metacognitivas.	Elementary I and II	Giovanna Beatriz Kalva Medina	UFPR	2018
O nascimento do pequeno leitor: mediação, estratégias e leitura na primeiríssima infância	Nursery and Kindergarten	Kenia Adriana de Aquino Modesto Silva	UNESP	2019

Source: Prepared by the authors based on data collected at BDTD, 2021

Chart 2 – Theses with the descriptor “reading comprehension strategies” focusing on reading training/attitude – BDTD

TÍTULO	ETAPA	AUTOR(A)	IES	ANO
O ensino das estratégias de compreensão leitora: uma proposta com livros de literatura infantil	Elementary I	Joice Ribeiro Machado da Silva	UNESP	2014
Estratégias para a compreensão leitora: um estudo no 6º ano do Ensino Fundamental	Elementary II	Chris Royes Schardosim	UFSC	2015

Source: Prepared by the authors based on data collected at BDTD, 2021

By analyzing the tables, it is possible to observe: the São Paulo State University (UNESP) presented the largest number of theses in the theme, with a total of four records, already observed in the work conducted by Pilegi Rodrigues (2018). Considered an important factor for the survey, we proceeded to search with the same parameters and descriptors in the Athena catalog, of the UNESP Libraries Network, in order to verify other theses possibly not registered in the Brazilian Digital Library of Theses and Dissertations (BDTD) database, in order to contribute to the survey conducted. In this search, with the descriptor "reading strategies" 5 works were found, 4 of which had already been surveyed in the BDTD and only one thesis had not been identified previously, but the abstract was not available for analysis.

With the descriptor "reading comprehension strategies" only one thesis was identified, already presented in the BDTD survey.

It is important to note that of the 7 theses found with a focus similar to that of this research, i.e., "reading strategies" and "reading comprehension strategies," only one of them is specific to Preschool Education with children in nursery and kindergarten, and none of them focuses on children enrolled in the compulsory stage of Preschool Education. It is also observed how recent the researches on this theme are, and even more recent those with young children. Among the theses analyzed, there is a predominance of some works, as shown in Chart 3.

Chart 3 – Main works that support the discussions in the theses analyzed

AUTHOR(S) AND WORK
FLORIDA. Flare - Projeto do Leia, Flórida! Desenvolvimento profissional - compreensão.
HARVEY, Stephanie; GOUDVIS, Anne. Strategies that work teaching comprehension for understanding and engagement.
KLEIMAN, Angela. Oficina de leitura: teoria e prática.
KLEIMAN, Angela. Leitura: ensino e pesquisa.
SOUZA, Renata Junqueira (org.). Ler e compreender: estratégias de leitura.
SOLÉ, Isabel. Estratégias de leitura.

Source: Prepared by the authors based on data collected at BDTD, 2021

With regard to the dissertations found, with the descriptor "reading strategies", 127 dissertations were initially obtained. Of these, 2 were repeated, totaling 125 works. Of these, 9 focused on reading for specific purposes in foreign languages (English or Spanish), 7 on the specific reading of hypertexts, 1 on reading sheet music, 1 on reading soccer games and strategies, 8 on reading strategies in textbooks, 4 on learning specific genres (summaries, scientific texts, newspaper strips, reports), 18 focused on specific Portuguese language content (lexical competence, grammar, enunciation, writing, syllables), 5 focused on learning strategies, 1 on social management strategies, 2 on reading strategies in the social representation of teachers, 1 on reading in neonatal ICU, 1 for literacy in domestic space, 1 focused on lip reading, 4 focused on reading as social and/or professional affirmation, 1 focused on digital book reading, 3 focused on mathematics teaching, 4 focused on science teaching, 1 on reading the processes of designers, 2 focused on interdisciplinary reading, 1 focused on explicit vocabulary teaching in Early Childhood Education, and 49 are related to reading strategies for reading education, according to Chart 4.

Chart 4 – Dissertations with the descriptor "reading strategy" with focus on training/reading attitude – BDTD

TITLE	STAGE	AUTHOR	HEI	YEAR
O uso de estratégias cognitivas e metacognitivas no ensino/aprendizagem da leitura no 1º grau: uma proposta de intervenção	High School	Maria Celia Cence Lopes	UNICAMP	1997
A promoção de estratégias metacognitivas no ensino da leitura: uma investigação com crianças de 4ª série do Ensino Fundamental	Elementary I	Raquel Gastaldi Dias	UFSC	2003
Estratégias do ensino de leitura utilizadas em sala de jovens e adultos do Ensino Médio	YAE (Youth and Adult Education)	Rosana Horta Tavares Pereira	UFMG	2004
Estratégias didáticas de leitura utilizadas pelos professores e a competência leitora de alunos na 4ª série do Ensino Fundamental	Elementary I	Ana Carolina Kastein Barcellos	UNESP/Rio Claro	2007
Estratégias de leitura e a (re)significação de uma prática de leitura	Elementary II	Érica Vaz Domingues Alves	PUC/SP	2008
Estratégias de ensino da leitura: caminhos para a compreensão global do texto	Elementary II	Marilisa Cardoso Bernardi	PUC/SP	2008
Estratégias de ensino de leitura: um caminho para melhorar as aulas de leitura para os estudantes da EJA	YAE Elementary e Médio	Silvana de Castro Monteiro Baliviera	PUC/SP	2008
O uso das estratégias de leitura para compreensão textual pelos alunos da Educação de Jovens e Adultos (EJA)	EJA Fundamental and High Scholl	Adriana Alves Büchler	UNICAMP	2009
Estratégias de leitura para a formação da criança leitora	Elementary I	Silvana Ferreira de Souza	UNESP/Presidente Prudente	2009
Análise das estratégias de leitura de professores da 4ª série do ensino fundamental, sob a perspectiva interativa	Elementary I	Carla Luciana Pereira de Almeida	PUC/SP	2009
Estratégias de leitura para uma sociedade da informação: um estudo com professores do Ensino Fundamental	Elementary I	Elza Kissilevite	PUC/SP	2009
Tutoria para alunos com baixo aproveitamento acadêmico e o desenvolvimento de cognições e estratégias de leitura e escrita	Elementary I	Miryam Cristina Buzetti	UFSC	2010
Análise das estratégias de leitura de alunos do Ensino Superior e seu reflexo na compreensão do texto	Superior	Maria de Fátima de Oliveira Lima	UNICAP	2010
As práticas docentes de estratégias de leitura na Educação Infantil.	Early Childhood Education/Teachers	Gilvania Francisca Alves	UFPE	2010
Leitura, literatura infantil e estratégias de leitura no contexto escolar: concepções e práticas	Elementary I	Vanessa Bataus	UNESP/Marília	2013
O ensino de estratégias de leitura no Programa Aluno Conectado: o caso de um docente de Língua Portuguesa	High School	Janaina Fernanda dias da Silva	UFPE	2014

O uso das estratégias de leitura na prática docente: uma aliada à formação de leitores proficiente	Elementary I	Maricélia do Carmo Roberto	UEPB	2014
As atividades de leitura dos alunos do 9º do Ensino Fundamental: reflexões sobre as estratégias metacognitivas de compreensão leitora	Elementary II	Maria de Jesus Cunha Farias Leite	UEPB	2014
Estratégias de leitura com a ativação do conhecimento inferencial para a promoção da compreensão e interpretação leitoras	Elementary II	Renata Sorah de Sousa e Silva Rodrigues	UEC	2015
Estratégias metacognitivas de leitura do texto poético – formação de memórias	Elementary II	Mario Ribeiro Morais	UFT	2015
A ironia nos textos publicitários: estratégias de leitura para turmas do Ensino Médio.	High School	Paula Cristina Gomes da Silva	UFP	2015
Revisitando as estratégias de leitura no Ensino Médio: uma proposta de intervenção	High School	Kátia Cristina Pires de Lima	UFP	2015
O ensino das estratégias de leitura na sala de aula: da intervenção pedagógica à progressão das habilidades leitoras	Fundamental II	Ana Paula Bastos Borges	UFP	2015
Estratégias de leitura do texto literário em turmas do 7º ano do Ensino Fundamental	Elementary II	Iracy de Sousa Pereira Araújo	UFPA	2015
Leitura compartilhada: estratégias de mediação no letramento literário	Elementary II	Simone Machado de Aguiar Torres	UFJF	2015
Monteconto: uma estratégia para a leitura literária	Elementary II	Heráclito Padilha Prado Júnior	UFS	2016
Estratégias de leitura nos anos iniciais do Ensino Fundamental I	Elementary I	Fernanda Siqueira Silva	UFG	2016
Estratégias metacognitivas de leitura na interação com contos: a percepção do discurso universal no texto literário	Elementary II	Gerdna Vieira Martins	UFPE	2016
Estratégias metacognitivas de leitura: um caminho para proficiência leitora	Elementary II	Valquíria da Silva Souza	UEPB	2016
Literatura e estratégias de leitura no Ensino Médio: análise de proposta para a formação de leitores autônomos	High School	Karina Feltes Alves	UCS	2016
Estratégias de leitura como instrumento na formação do leitor competente	Elementary II	Hamilton de Jesus Miranda	UFPA	2016
Interação da criança com livro literário infantil: Estratégia para potencializar a leitura na 3ª e 4ª séries nas escolas moçambicanas do Distrito de Kamubukwane	Elementary I	Cristina da Ressureição Martinho	UFRGS	2016
A cultura dos causos populares: estratégias discursivas de leitura no Ensino Fundamental II	Elementary II	Jacira Santana de Sousa	UFCG	2017
Estratégias de leitura do gênero fábula em ambiente digital	Elementary II	Claudia Queluz Batista Feliciano	UFTM	2017
Estratégias de leitura e desenvolvimento da competência leitora: proposta de sequência didática com base no gênero fábula	Elementary II	Márcia Rosana da Silva	PUC/SP	2017
Leitura literária: estratégia para formar leitores de folhetos de cordel	Elementary II	Josivânia da Silva Santos Costa	UFS	2018

A andaimagem como estratégia de desenvolvimento da leitura crítica de alunos da 1ª série do Ensino Médio	High School	João Paulo Peixoto Diógenes	UECE	2018
Estratégias de leitura para o ensino de fábulas em uma turma de 6º ano do Ensino Fundamental	Elementary I	Cristiane Macieira de Souza	UFMG	2018
Os recursos semióticos em vídeo-resenhas de booktubers como estratégia de incentivo à leitura	High School	Janete Correia Vargas	UFN	2018
Luís Camargo, um autor-ilustrador e estratégias de leitura: em foco a formação de crianças leitoras	Elementary I	Yngrid Karolline Mendonça Costa	UNESP	2018
Estratégias de leitura do gênero histórias em quadrinhos no Ensino Fundamental	Elementary II	Silvana Mércia da Silva	UEPB	2019
Estratégias de leitura e a compreensão textual nas narrativas de enigma policial na promoção de letramento literário numa turma de oitavo ano do Ensino Fundamental	Elementary II	Paulo Rodrigo Pereira da Silva	UFRPE	2019
Estratégias de leitura aplicadas a alunos de 6º ano de Ensino Fundamental II de uma escola da cidade de Patrocínio-MG	Elementary II	Kamilla Rodrigues da Costa	UFTM	2019
Desenvolvimento de estratégias de leitura: o conto na sala da aula	Elementary II	Élida Passone Perretti Pereira	UNESP/ Assis	2019
Ensino de leitura: estratégias como contribuição para formar leitores competentes	Elementary II	Ana Maria Silva Nascimento	PUC/SP	2019
Estratégias de leitura do português usadas por alunos surdos jovens e adultos	YAR	Rafael de Arruda Bueno José Miguel	UNICAMP	2019
Estratégias de leitura na adolescência: perspectivas, desafios e alternativas	Elementary II	Elisangela Jesus da Silva	UFG	2020
Estratégias de leitura e recepção da obra de Cecília Meireles: contribuições metodológicas para o ensino de poesia	Elementary I	Raquel Sousa da Silva	UNESP/ Presidente Prudente	2020

Source: Prepared by the authors based on data collected at BDTD, 2021

With the descriptor "reading comprehension strategies", 12 dissertation studies were found, 8 of which were pertinent to the objective of this study and the other 4 with specific focuses: 1 on large-school assessment, 1 on school performance in Portuguese and mathematics, 1 on learning strategies and emotions, and 1 focused on English. Chart 5 shows the works that specifically correspond to the use of strategies for reading training in different stages of Basic Education or Higher Education.

Chart 5 – Dissertations with the descriptor "reading comprehension strategies" with focus on training/reading attitude – BDTD

TITLE	STAGE	AUTHOR(S)	HEI	YEAR
Estratégias de compreensão leitora por alunos de 5ª a 8ª séries do Ensino Fundamental de escolas públicas de Fortaleza	Elementary II	Antenor Teixeira de Almeida Júnior	UFC	2002
Um estudo em estratégias de compreensão leitora num curso de letras	Superior	Martha Angélica Sossai	PUC/SP	2009
Motivação e intervenção em estratégias de aprendizagem para compreensão leitora	Elementary I	Aline Guilherme Maciel	UEL	2012
As atividades de leitura dos alunos do 9º do Ensino Fundamental: reflexões sobre as estratégias metacognitivas de compreensão leitora	Elementary II	Maria de Jesus Cunha Farias Leite	UEPB	2014
Estratégias de compreensão leitora ancoradas no construto da aprendizagem autorregulada: uma intervenção pedagógica	Elementary II	Daiana Corrêa Vieira	UFP	2014
Estratégias de leitura com a ativação do conhecimento inferencial para a promoção da compreensão e interpretação leitoras	Elementary II	Renata Sorah de Sousa e Silva Rodrigues	UEC	2015
Fábula na sala de aula: estratégias para a compreensão leitora	Elementary II	Jasilene Lucena Cavalcanti	UEPB	2016
Estratégias de compreensão leitora: uma proposta de atividades desenvolvidas sob a perspectiva das metodologias ativas de ensino	Elementary II	Aline Diesel	UNIVATES	2016

Source: Prepared by the authors based on data collected at BDTD, 2021

For purposes of analysis, based on this initial survey, Table 6 highlights the works of dissertations and theses found in the BDTD with a focus on the STAGE of Early Childhood Education.

Chart 6 – Dissertations and theses with the descriptor “reading strategy” focusing on Early Childhood Education – BDTD

TYPE OF WORK	TITLE	STAGE	AUTHOR(S)	HEI	YEAR
Dissertation	As práticas docentes de estratégias de leitura na Educação Infantil	Early Childhood Education/ teachers.	Gilvania Francisca Alves	UFPE	2010
Thesis	O nascimento do pequeno leitor: mediação, estratégias e leitura na primeiríssima infância	Nursery and Kindergarten	Kenia Adriana de Aquino Modesto Silva	UNESP	2019

Source: Prepared by the authors based on data collected at BDTD, 2021

The dissertation "As práticas docentes de estratégias de leitura na Educação Infantil", by Alves (2010), aimed to understand how reading strategies are being worked in Early Childhood Education centers in the practice of reader training. The practices of two teachers from an Early Childhood Education center were investigated. The data revealed that both teachers used reading strategies before, during and after reading, with the greatest predominance referring to before and during reading. The teachers used strategies such as activating prior knowledge and constructing meaning through the interaction between reader and text. The results also point out that different reading comprehension strategies, appropriate to the children's needs and interests, are ways to favor the learning of reading.

In the thesis "O nascimento do pequeno leitor: mediação, estratégias e leitura na primeiríssima infância", Modesto Silva (2019) presents research conducted in a "bebeteca" (a library for babies) of a municipal daycare center in a city in the west of São Paulo state, where the researcher developed mediations of reading strategies with babies and young children. The results point out the contributions of reading interactions with children from 0 to 3 years old, enabling the formation of reading attitudes from a very early age. The thesis confirms the hypothesis that to mediate the learning and development of reading attitudes it is necessary to consider the dimensions of embryonic reading gestures (spatio-temporal, modal, object, and relational) and reading strategies according to the specificities of each child.

With the change in the national scenario of Early Childhood Education in 2013, promoted by Law No. 12.796 of April 4, 2013 (BRAZIL, 2013), which establishes the mandatory enrollment of children aged four and five years old, the expansion of this stage of education intensified and, thus, it becomes necessary discussions that contribute even more to the development of preschool children. In this initial survey, it is evident the absence of production in the specific way of understanding the possibilities of reading strategies for the formation of reading attitudes in childhood, with children enrolled in the Compulsory Stage of Childhood Education.

Ways to think about Reading Strategies in Early Childhood Education

Reading proposals need to show that thinking is essential to comprehension. Strategic reading refers to thinking about reading, that is, the awareness of the inner conversation we have with the text as we read. Some readers, especially less experienced readers, may not be able to figure out on their own what they should be thinking about while reading. Hence the relevance of creating ways for children to realize that their thinking matters (HARVEY; GOUDVIS, 2017; PRESSLEY, 2002).

From early on, in preschool, it becomes necessary to organize situations that create in the child the need to "be a reader", to produce meanings and attitudes concerning the function and social use of reading, thus contributing to the formation of a reader capable of activating different reading strategies for the understanding of what is read (GIROTTI, 2016). Harvey and Goudvis' (2017) research shows that often when children read, they simply pass their eyes through the pages, without even thinking about the text. One possibility to help children become strategic early on is to share with them the inner conversation that takes place with the text, to share thoughts, connections, reactions, and questions.

Vygotsky's (1978) contributions point out that internalization requires a long-term practice, including moments of sharing and reflections with others. A process that initially represents an external activity, which is reconstructed and occurs internally. In contact with others, the child begins to appropriate the motivation and attitudes necessary to live in society, internalizing relationships and learning.

The studies by Pearson *et al.* (1992), Pressley (2002); Harvey and Goudvis (2017) conclude that strategic readers constantly seek connections between what they know and what they find as new information in the texts they read, moreover, they constantly monitor the texts they read and take steps to repair comprehension when they realize they have not understood something. They learn from an early age to distinguish important ideas from less important ones, they synthesize information through texts, pictures, and their experiences, they make inferences during and after reading to achieve complete comprehension. Sometimes consciously, but almost always unconsciously, they ask questions of themselves, the authors, and the texts they read.

We understand that young children will not, for example, ask extremely sophisticated personal questions, but they can ask something, and that is exactly what is important at that moment (HARVEY; GOUDVIS, 2017; PRESSLEY, 2002). Encouraging them to question is vital, as this will bring the primary nature of reading processing to the fore, remembering

according to Foucambert (1998) that learning to read is, in essence, learning to ask questions. "For a young child, learning to read is far from being a technical matter, but rather the entry into a new way of being, the achievement of a more abstract, more detached, more theoretical mode of thinking" (FOUCAMBERT, 1998, p. 110, our translation).

From an early age, children understand the world around them, they cry when they are hungry and smile when they see their mother, they are performing analysis and synthesis in their relationship with the world. Thought initially comes into activity in an empirical way: the child begins to understand the objects and phenomena of reality, but is not yet able to penetrate their essence, to see their interconnections, nor to elaborate a thoughtful abstract concept. The one-year-old child does not have a conceptual meaning of the word "flower", for example. While for the four-year-old, the flower already has a real meaning, enabling a pre-conceptual thinking, capable of capturing the essence of the object. In this process, challenging experiences can boost the development of the child's thinking (DAVIDOV, 1981).

Pedagogical practices with comprehension strategies are useful only insofar as they lead children to better understand the text, the world, and themselves. Thus, they are not presented as something final, an end in itself, but as tools for thinking in which they can solve problems and achieve their reading goals. Harvey and Goudvis (2017) and Pearson *et al.* (1992) summarize the strategies that active and proficient readers use when constructing text meaning as follows: monitoring comprehension, activating prior knowledge, connections, questioning, inference, visualization, summarization, and synthesis.

Children can be taught to become aware of their thinking as they read, to listen to their inner voice, to leave traces of their thoughts, to think strategically, and to recognize the importance of their own thinking. Monitoring comprehension makes it possible to notice when a text makes sense or not. If comprehension fails, we can stop, think, and take steps to repair the meaning. For authors such as Harvey and Goudvis (2017), monitoring is more of a thinking disposition than a specific strategy, because when monitoring comprehension, the reader asks questions, makes connections, inferences, syntheses, i.e., activates a repertoire of strategies to maintain and deepen understanding.

Prior knowledge is the basis for thinking. You cannot understand what you hear or see without thinking about what you already know. There are many ways to activate knowledge before, during, and after reading, including sharing and discussing images, situations, subtitles, headlines, paratexts, and more. Through activating prior knowledge, the child can make different connections with the text, with other books, other situations, using what he knows to

understand new information and activating schemas to read strategically (GANSKE, 2010; HARVEY; GOUDVIS, 2017). Exercising prior knowledge means using existing knowledge to understand a text.

Questioning is the strategy that drives comprehension, as questions open the door to reading. Children are taught to question the author, the ideas, read with questions in mind, and discover the answers throughout the text. One also teaches them to ask other questions, which may not be in the text, but can be sought out in other materials (HARVEY; GOUDVIS, 2017; PEARSON *et al.*, 1992; PRESSLEY, 2002). As Athans and Devine (2008) state, strategic readers ask questions before, during, and after reading. The questions may refer to the content, the author, the events, or the ideas presented in the text. They are not always answered immediately, this will depend on the type of question asked.

Making inferences allows one to read between the lines, to perceive information that is not explicit in the text, and to elaborate meanings from the context, words, images, and previous knowledge, creating an interlocution with the text. Inferences are closely related to prior knowledge, as children can use clues from the context to discover the meaning of words, draw conclusions, get information from the text, predict outcomes, events, actions, and create interpretations from seeing, hearing, touching, and tasting. Children use prior knowledge, cover illustration, and/or text to predict what might happen in a story (BARONE, 2011; HARVEY; GOUDVIS, 2017).

Visualization is a form of inference, allowing the formulation of mental images (scenarios, figures) that make reading meaningful. The visualization strategy opens doors to enter the visual universe of the book, makes it possible to see beyond appearance, reveals what a superficial look cannot reveal. "We need to teach all children to think beyond words and use all available sources to construct meaning and knowledge" (HARVEY; GOUDVIS, 2017, p. 33, our translation).

Summarization is related to the goal of reading, learning, understanding, remembering, and experiencing. It is important that children learn to filter and choose the main ideas of the text, determining what they should read, the order, the details they should pay more attention to, what can be ignored and even stop reading the text if it is not relevant to the reading goal. The synthesis enables a broader view of the text in its entirety. When synthesizing, readers activate a variety of strategies for comprehension, summarizing, mixing their thoughts so that the text makes sense to the reader, making connections with new knowledge, asking questions, selecting the most important information, that is, the strategies intersect to allow the synthesis

of what is read. The textual genre also makes a difference in the type of strategy to be activated. Summarizing, getting the facts, ordering events, paraphrasing, and choosing what is important are all aspects of information synthesis (GIROTTI; SOUZA, 2010; HARVEY; GOUDVIS, 2017).

When children can understand the information on the page and can organize their thinking around it, they are more prepared to synthesize information in connection with their prior knowledge. So, since children are offered a repertoire of reading and thinking strategies, there is no reason to wait until the end of the year to summarize and synthesize, because children do it all the time (HARVEY; GOUDVIS, 2017).

In order to do so, it becomes necessary to activate different strategies before, during and after reading, mobilize prior knowledge, connections, questioning, inferences, predictions, visualizations, determine what is important and synthesize for reading comprehension. There is no such thing as a more or less relevant strategy, since different means are mobilized in the act of reading, according to the reading objectives.

Final remarks

One of the school's main challenges is the formation of an autonomous reader, capable of understanding and taking a stand in relation to different types of texts and situations. To understand in this sense means to appropriate meanings and produce senses. For this, it is essential that reading becomes necessary to the reader and that he establishes relations with what he reads, activating previous knowledge, experiences, expectations, and questions.

We understand that the approach of teaching reading strategies indicates effective contributions to the formation of an autonomous reader from the earliest age, enabling the formation of reading attitudes that generate in the child the need to read. Thus, we believe that with appropriate mediations, children are able to activate reading strategies from an early age. The interactions, the connections with life, with other books, the questions and hypotheses will lead the child in its reading education trajectory.

The results of the survey carried out with the Brazilian Digital Library of Theses and Dissertations (BDTD) show the existence of a reduced number of theses and dissertations dealing with reading strategies for childhood, suggesting the need to expand the studies on this theme. For reading strategies to be really incorporated by children and in human life, it is

necessary to work throughout schooling, respecting the specificities of human development at each stage.

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