


ANALYSIS OF SIGNIFICANT READING IN THE 5TH YEAR OF ELEMENTARY SCHOOL, IN THE REALISTIC VIEW

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ABSTRACT

Currently, in Brazil, we are faced with a very important issue when it comes to education, it is noted that countless children and adolescents aged between 9 and 13 years old still do not read, but are duly enrolled in regular schools and more precisely in the fifth year of elementary school, another considerable portion of these students even knowing how to read do not understand what they read because they do not have a significant reading, Their vocabulary is lacking in words due to lack of reading. Therefore, it is necessary for teachers to understand literacy and literacy and thus develop their pedagogical practice autonomously, with a view to significant literacy. This text is the result of a field research, which aimed to warn about the great gap that only grows every year in our public schools, because as it was proven in this research, private education does not face these problems in reading and interpreting students' texts, with this we see that we need to seek solutions to improve our public education, and where we can insert new teaching methodologies and evaluate why we are not successful. Thus concluding that there is still time to reverse this situation and thus, together with the entire public student community, increase these indices of education development, which is so much discussed in the school routine.

Keywords: Meaningful reading, Mechanism, Stimuli.

INTRODUCTION

We know that the tests of the Basic Education Development Index (IDEB) are very important, but they will not be useful if the students are not previously prepared from the first year of the Basic Cycle, that is, from the beginning of their academic life.

For Smith (1999), reading does not require special skills or efforts from the eyes and there is no need for linguistic knowledge other than that used for speech comprehension. Still in Smith (1999), he says that reading is the association of what is behind the eyes with what is in front of the eyes, just decoding and not finding meaning is not reading. In view of this statement, we can say that reading is an activity that happens through anticipation, carried out through the previous knowledge that the student has, and requires from the reader a reflective attitude, which favors him to understand and explain the things that the text says, or to answer a question that has been submitted.

According to the National Curriculum Parameters (PCNs), reading is the process in which the reader performs an active work of understanding and interpreting the text, based on its objectives, its knowledge about the subject, about the author, everything he knows about the language, etc. It is not a matter of extracting information, decoding letter by letter, word by word. It is an activity that implies strategies of selection, anticipation, inference and verification, without which proficiency is not possible. It is the use of these procedures that makes it possible to control what is being read, allowing decisions to be made in the face of difficulties in understanding, to advance in the search for clarifications, to validate assumptions made in the text (BRASIL, 1988, p.68-70).

Kleiman (2002) approaches reading as cognitive processing that involves the relationship between reader and text, written language and comprehension, memory, inference and thought. The processing begins with the perception of the written material (text-object) which is transmitted to the "working memory" interpreting and organizing it into significant units, considering the linguistic, sociocultural and encyclopedic knowledge that the reader has.

For a better understanding of language and the meaning attributed to it, we seek a natural ability to seek meaning in the world, according to what we already know, perceive and expect. Reading is asking questions to the written text. When we read any textual genre, we selectively extract information from it. Therefore, reading with comprehension provides answers to the questions asked by the reader.

According to Solé (1998), for a person to engage in any reading activity, it is necessary that he feels that he is able to read, to understand the text both autonomously, and supported by more experienced readers. He emphasizes that true reading is "the one we do as experienced readers and that motivates us, it is the reading in which we have control: rereading, stopping to savor it or to reflect".

It was with this justification that this present work arises in the course of pedagogical practice, in the opportunity to teach classes, in the replacement of the head teacher of the class named 5th year 1st Cycle of Basic Education. It was during this period that we realized the great learning deficit of a good part of the students who were there. This class can be characterized as a heterogeneous group, and where we find individuals in different degrees of learning. This situation was also observed in other schools in our municipality. Even though these students are part of a group that is finishing a very important phase of their academic life, which is the 5th year, that is, the last year of the final phase of the First Cycle of Basic Education. Most of them do not have meaningful reading, understanding of their mother tongue. The teachers' desires do not correspond when they are submitted to tests, because they read, but cannot interpret what is asked. That was how my concern began, considering meaningful reading as a very important practice in the construction of learning. In the face of such great questioning, we must rethink our teaching practice and start addressing this issue with more commitment and become aware that only we teachers can improve this situation. At this moment, concerns arise, how we will reverse this situation, therefore, with the involvement of other teachers, we seek to know and develop activities to include this very important skill. Stimulate, motivate and make meaningful reading a habit, because only then will they be able to read, interpret and better develop their skills and competencies that are so demanded of them during the school year.

In view of these questions, we can say that one cannot anchor in the 5th grade and expect students to perform "miracles" and the IDEB to have extraordinary points, because it will only work in schools where all teachers are committed to education and work together from the 1st to the 5th grade.

It is through the taste for reading that students can be formed aware of their future, and the teacher in this case offers his students the reading culture in general: the newspaper, the pamphlet, the magazine and television.

LITERACY AND LITERACY

The term Literacy, according to Soares (2007), etymologically, means: to lead to the acquisition of the alphabet, that is, to teach reading and writing. Thus, the specificity of Literacy is the acquisition of the alphabetic and orthographic code, through the improvement of reading and writing skills.

In Brazil, literacy was consolidated soon after the Proclamation of the Republic, where the school was consolidated with the aim of forming new generations capable of living in the new political and social order.

And so it was over the years that much has developed in the field of literacy, but with all the evolution, Brazil, along with other non-developed countries, still faces a major problem: the quality of basic education, especially that of the early years of elementary school.

Many theories were presented, many factors were presented, among them are archaic methods that no longer meet the expectations of students, poorly trained teachers, poor working conditions on the part of teachers, these are some of the points presented, but none of this has been proven.

In Soares (2003), the word literacy is even more recent and means the process of people's relationship with written culture. So, from the observation of a problem in education, a conclusion was reached that the act of reading and writing does not always guarantee that the individual understands what he reads and what he writes. And with this, it was observed that the individual is unable to carry out a critical reading of reality, and thus does not respond satisfactorily to the social demands. To exemplify this situation in the country, Salla (2011) stands out, who brings the result of the reading test of the Program for International Student Assessment (PISA) of 2009, in which half of the evaluators obtained a maximum score of 2. With this, we see that the fact is not only that of literacy with regard to reading and writing, but in what is required interpretation and reasoning, that is, there is no literacy in the literacy of "people". Care must be taken not to privilege one or another process (literacy/literacy) and to understand that they are different processes, but inseparable and simultaneous. As Soares (2003, p. 11) describes,

"However, what unfortunately seems to be happening today is that the perception that is beginning to be had, that, if children are being, in a certain way, literate at school, they are not being literate, seems to be leading to the solution of a return to literacy as an autonomous process, independent of literacy and prior to it."

It is clear that man, even before learning to write, learns the world around him and reads it. Literacy is linked to the social practices of the world in which we live. It is exactly where the teacher comes in as an interlocutor in this process and thus help to form critical thinking in his students.

Literacy becomes a way of understanding oneself and others, developing the ability to question with foundations and discernment, intervening in the world and combating situations of oppression (FREIRE, 1996).

Taking as a starting point the reflections of Brandão (2004), where he talks about Freire's methodology of literacy, it is possible to understand the importance of the inseparability and simultaneity of these two processes. In his mode of literacy, he proposes to start from what is concrete and real for the subject, making learning meaningful in the context in which the student is inserted in his daily life, but also using the mechanisms of literacy.

According to Freire (1996), who describes in his work Pedagogy of the Autonomy of the Question, that the more the subject broadens his vision of the world, the more he frees himself from oppression, that is, when he already has a literate subject who already has previous knowledge, with a certain point of view on various themes, when literate, he can modify his thoughts, increasing in such a way that he starts to think critically in relation to social practice. Freire believed it was essential for people to understand their place in the world and their social function in it. According to Soares cited by Moraes and Albuquerque (2007, p. 47)

"Literacy and literacy are two distinct actions, but inseparable from the opposite: the ideal would be to teach literacy by literacy, that is, to teach reading and writing in the context of the social practices of reading and writing, so that the individual becomes both literate and literate."

In view of these thoughts, a conclusion is reached that literacy is what must be done, only then will we achieve a quality education, where students will no longer be just drawers of knowledge, but that becomes transmitters of transformative thoughts to change the world.

THE IMPORTANCE OF MEANINGFUL READING

In view of everything I observe in this research and all the data that has been collected, I see that all areas of knowledge require meaningful reading, that is, meaningful

reading is the great key to achieve the learning of the educated and thus positively accentuate curricular performance, as it is the basis for a lifetime of learning, where this knowledge goes far beyond school practice.

With this, it is interesting that educators can transform their classroom into a world of possibilities and in their teaching practice introduce the most diverse types of materials in their classes, so that through these different sources of learning, students will have access to the most diverse types of information with the most varied topics addressed with different contexts such as:

[...] letters, bulls, decrees, travel diaries, deeds, certificates, newspaper and magazine articles, various legislation, personal identification cards, archival material, personal documents (professional card, ID, birth, marriage and death certificates, etc.), analytical texts by different authors, descriptions of landscapes, reports by ministers, mayors, commissions in charge of monitoring certain events, lyrics of popular songs and hymns, graphs and sets of economic data, chronicles of customs, advertisements of products and events, etc. (NEVES, 1999, p. 111).

Of course, we cannot limit Portuguese to just one subject, but to all the subjects of the curriculum, because satisfactory interpretation must be present in all the guidelines that enable learning, that is, the student has to know how to interpret everything he reads, and know what it is for in the first contact with the most diverse types of text, from a simple recipe in which you teach how to make a delicious brigadeiro to a problem in which you have several mathematical operations to reach a final result.

In any other discipline, reading is used in class and requires meaning, there is no class without reading, all teachers need to pay attention to the interpretation and understanding of texts, these texts can be written, visual or oral. And therefore, the teacher must guide students to have an internalization of what was built in their memory of significant knowledge in all areas, considering that we are like "sponges" absorbing everything that is offered to us, it is up to each one to filter what will be useful in the not too distant future, and with that he became a wise and capable fellow.

It is up to the school, in the midst of so many technological and social changes, to stimulate reading, improve strategies, especially comprehension (one of the main learning problems, according to national and international assessment exams) and offer many and varied texts. Of the paths to follow, two favor the students' intimacy with the text: teaching to establish prediction and inference, strategies that are invoked in the practice of reading, right from the first contact with the text, and that must be consciously "provoked" by the teacher in the practice of reading. (BENCINI, 2003, p. 1).

Weiss and Cruz (2001) conclude that today's child is born "immersed" in the technological world. The school, in this sense, must prepare the future citizen to become critical and able to perform functions necessary for the development of society.

Nowadays there is a plurality of writings, where new ways of reading are present in our daily lives, this plurality is fast and attuned to new virtual technologies. These new forms of reading and writing are integrated in the same sociocultural context of the industrial models that try to transform life into a sensation or entertainment, taking the student away from books and tuned into electronic games, social networks, television programs, and this irreversible movement where the only logic that remains is that of commerce not of school.

This virtual reading in its vast majority does not have a pedagogical purpose and does not add anything to the "baggage" of the repertoire of mental operations, it is reading just for the sake of reading without knowing what they are reading for.

There is no way to oppress this reading, so it is necessary to make these media unite in the learning process, becoming partners, improving the students' reading in a systematic way and thus increasing their performance in the school environment in a pleasant way.

Kleiman (2002) states that in order to have text processing, that is, comprehension, the reader needs, in addition to linguistic skills, to activate cognitive strategies (unconscious mental operations linked to the reader's implicit knowledge) and metacognitive strategies (conscious, reflexive and intentional mental operations of the reader that favor the self-monitoring of comprehension).

Solé (1998) clarifies that in order to understand the text, the reader must use strategies before reading – motivation of the reader, definition of reading objectives, previous knowledge about the subject, formulation of predictions and questions of the reader in front of the text.

Considering that in the society we live in we are increasingly demanded, and thus it is necessary to form a subject capable of capturing the most diverse information possible, and acting quickly and effectively in the consolidation of the most distinct problems possible, meaningful reading is indispensable.

COGNITIVE PROCESSES: STIMULI, MECHANISMS

When the student cannot learn, he begins to become unmotivated, loses interest in school, often has behavioral problems and also emotional disorders. And in the fifth

elementary year this situation becomes more evident, because over the years the illiterate student is left behind, as he cannot keep up with the rest of the class on his own, often this student has already gone through several failures, also for this reason he is quite embarrassed.

"When learning does not develop as expected for the child, for the parents and for the school, the "learning difficulty" occurs. And before the "snowball" develops, it is necessary to identify the problem, effort, understanding, collaboration and flexibility of all parties involved in the process: child, parents, teachers and counselors. What we see are unmotivated children, frustrated parents putting pressure on the child and the school." Furtado (2007, p. 03)

Cognitive processes can be external and internal in the human being. This is what happens in the case of cognitive operations. This process of knowledge shows what the individual has assimilated from such an idea and thus disseminates and understands the world.

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It is also good to make it clear that during the reading many of these strategies are activated at the same time, making it evident that there are no clear limits between what happened before, during and after the reading.

In view of the above, it is necessary to situate reading in the school environment because reading is a source of knowledge and should be seen as an object of knowledge and an indispensable instrument in the realization of our learning, being the role of the school to teach students the skills of reading and writing and this learning should occur in real contexts, which make sense to the students is not easy.

Guedes (1999) Reading and writing are tasks in the school, issues for all areas, since the indispensable skills for the formation of a student, which is the responsibility of the school"

Many of the difficulties that the student has in understanding the meaning of the text are so strong that they prevent him from understanding it, at this point the teacher comes in as a mediator with different procedures to change the situation.

By strategies, we understand what Dulfer and Rohler (1987) and Solé (1998) propose: The development of flexible plans that consider the nature of the text, in order to guarantee the knowledge of the text, in order to guarantee the knowledge of the whole, in addition to activating in the student previous knowledge about the subject, establishing hypotheses.

In view of these points we see critical reflection which is an awareness; to examine or analyze the foundations and reasons of something. Critically reflecting is the attitude of investigating and for this it is necessary to know what is investigated, without any kind of prejudices and preconceptions. To reflect critically is also to position oneself based on a set of information gained with research and with the accumulation of knowledge already acquired. Some terms used when talking about critical reflection are not judging the book by its cover; not to judge the fact or object without first knowing carefully its intentions, origin, authors, etc. It is to read and to know what such reading reveals is to develop one's own point of view.

According to Kuenzer (2002, p.101), "reading means, in the first place, reading critically, which means losing naivety in the face of the text of others, realizing that behind each text there is a subject, with a historical practice, a vision of the world (a universe of values), an intention". Critical reading is a generator of meanings, in which when reading, the reader creates his own text based on what has been read, agreeing or disagreeing with the main idea. This makes it different from the decoding of signs, mechanical reproduction of information that for a long time was considered as textual interpretation, becoming a common practice in the Portuguese language to copy fragments of the text, to serve as an answer to the questions asked about what was written, "[...] as a constitutive activity of subjects capable of interconnecting the world and acting in it as citizens" (BRANDÃO AND MICHELITTI APUD. CHIAPPINI, 1998, p. 22.

Therefore, it is not possible to deliver a ready-made reading to the student, but rather a reading with gaps that allow the reader to create, act, interact in the environment in which he lives. Thinking that in elementary school students are not in contact with activities that involve reading, centered on defined conceptions that focus on the formation of a critical reader, and the awakening to the act of reading, understanding and thus generating meaning, recreating the meaning of what has already been written.

For Kleiman (1998, p.61) "the teaching of reading is a risky undertaking if it is not based on a firm theoretical conception about the cognitive aspects involved in text comprehension. Such teaching can easily lead to the requirement of mere reproduction of the voices of other readers, more experienced or more powerful than the student".

Looking at it from this perspective, the first point is to train students for a truly meaningful reading, and thus form a critical reader, enabling their life in the academic and social environment.

In the process of reflection on knowledge from the epistemological perspective of Habermas (1973), it was studied as pointed out by the works and contributions of Magalhães (1994, 1996, 2002), Liberali (2008); Magalhães and Fidalgo (2011), Ninin (2010), among other scholars. These researchers return to the three types of reflection: technical, practical and critical reflection.

Technical reflection points out the scientific procedures and seeks the efficacy and efficiency of the means to achieve the ends. Thus, technical reflection is marked by the evaluation of practices, according to the norms of theory. From this perspective, the teacher would be focused on seeking the solution to his problems in scientific discoveries and theoretical knowledge, not always with a real understanding of them.

"If in the critical perspective of education we consider the subject capable of making use of knowledge to modify himself and the context in which he is inserted, having to negotiate meanings and constantly seek consensus with those with whom he relates, then we can say that observation is the act of looking at someone or something carefully, based on negotiated criteria, with the purpose of understanding and substantiating the aspects observed, in order to enable factual, conceptual, procedural and attitudinal changes of those involved, capable of generating transformation not only in them, but in the context in which they act (NININ, 2010: 36-7)."

Critical reflection, which will help us in this present work, is which I will deepen, taking as a presupposition the articulation between technical and practical reflection, is directed to the use of both scientific and practical knowledge, implying the analysis of ethical, social and political aspects, focusing on the social subject in the sociocultural perspective. In this context, the development of the critical-reflective process is supported in Critical Pedagogy by the discussions of Freire (1970/1987), in the same line of thought pointed out by Smyth (1992), with contributions from Liberali (2008), Magalhães (1994, 1996, 2002), Ninin (2010), Magalhães and Fidalgo (2011), among other researchers. These scholars point out, taking up Smyth (1992), that the reflective process develops from four language actions related to the questioning of the teaching practice: Describe: what do I do? Inform: what does acting in this way mean? What theories do I sustain myself on? Confront: what interests do my actions serve? Rebuild: how can I act differently.

METHODOLOGY

METHODOLOGICAL PROCEDURES

The present study is a field research, which was elaborated from a questionnaire that was applied in public and private schools. Regarding its nature, a qualitative research was developed, as it allows the presentation of the results of the questionnaire on the applied study.

Field research offers greater contact with the target audience, which are early childhood education educators, and this type of research is based on the observation of facts as they occur in their reality.

PUBLIC-ALVO

The research was carried out in 2 private schools and 4 public schools in the municipality of Areia-PB, located in the urban area, which offer from the 5th year of elementary school.

In this way, educational establishments have a work philosophy that is aimed at offering quality education, involving the school community, respecting differences and valuing ethics.

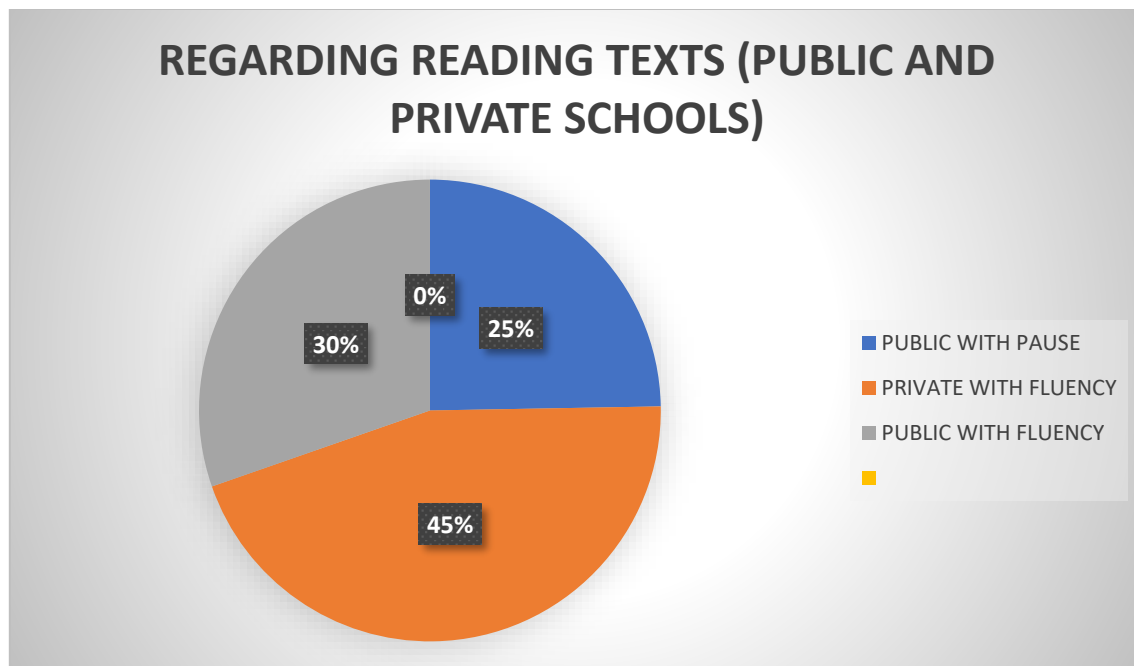
The research was directed to 5th grade teachers, thus applying to 6 (six) educators with the theme of meaningful reading,

DATA COLLECTION

For data collection, a questionnaire and a reading monitoring instrument were used, observing reading as a learning method during the pedagogical practice in the 5th year of Elementary School and what would be its contributions to the development of reading, the volunteers of this research were not identified.

The instrument is a tool that enables greater contact with educators and enables a bond of trust between the people involved, and to know a little about their work.

DATA ANALYSIS

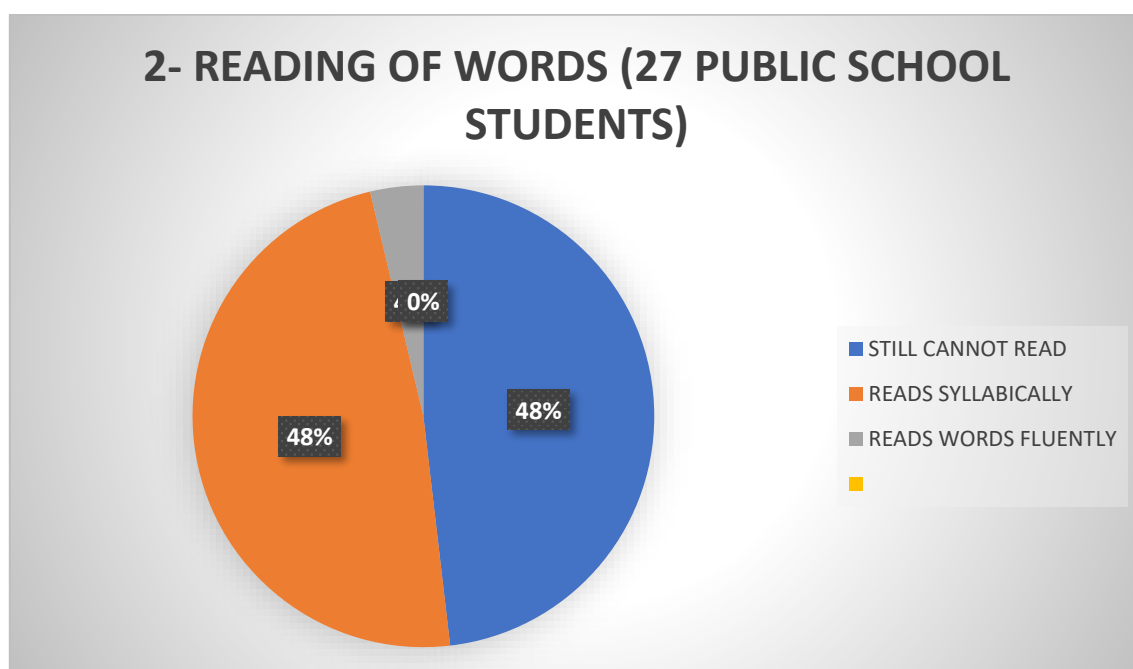


Source: Survey data

Regarding the reading of texts, that is, how a student duly enrolled in the fifth grade of elementary school can read a text, and it was found that a significant portion of students in the public school system are still unable to establish a full process of interpretative reading.

Therefore, it cannot synthesize the most important information of a text, such as scenario, problem, theme, results, etc., which helps to save the content read.

Summarize the information, question the text, allowing the reader to reflect on it. There are many strategies before, during and after reading, all these moments contribute and the teacher is the link between reading and interpretation. The teacher has to be tuned in to these moments and thus make the moment of reading more potentialized, and thus succeed in his praxis.



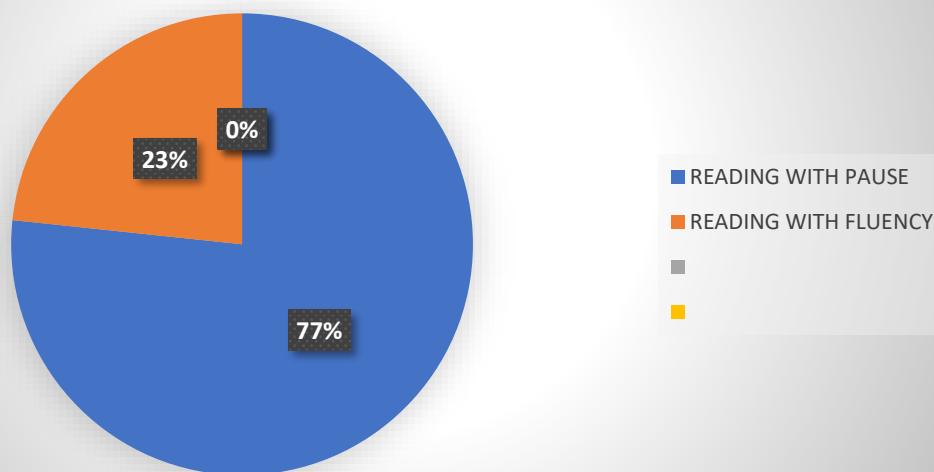
Source: Survey data.

An alarming fact was found in relation to students who still do not read words, but this only happens in public schools, and then we see the problem of advancing students who do not develop the skills they need to continue absorbing in the years to come. How are we going to increase these IDEB numbers if these children are not prepared to perform these tests, but even so they will be forced to "try" to do it and thus join the others because they are duly enrolled in the fifth grade.

We see these data as very worrying in public schools, not learning to read and write slows down a whole process of student development in academic life and in society, and that it is necessary to reflect on literacy in the initial grades in public schools.

Just like the students, the teacher has to become a subject of the world of reading, organizing records to monitor the reading process, texts that go to different social practices of reading, preservation of the memory of the groups that interact in their social life, and thus increases the repertoire of the learners.

3 - READING OF SENTENCES (PUBLIC SCHOOL STUDENTS)



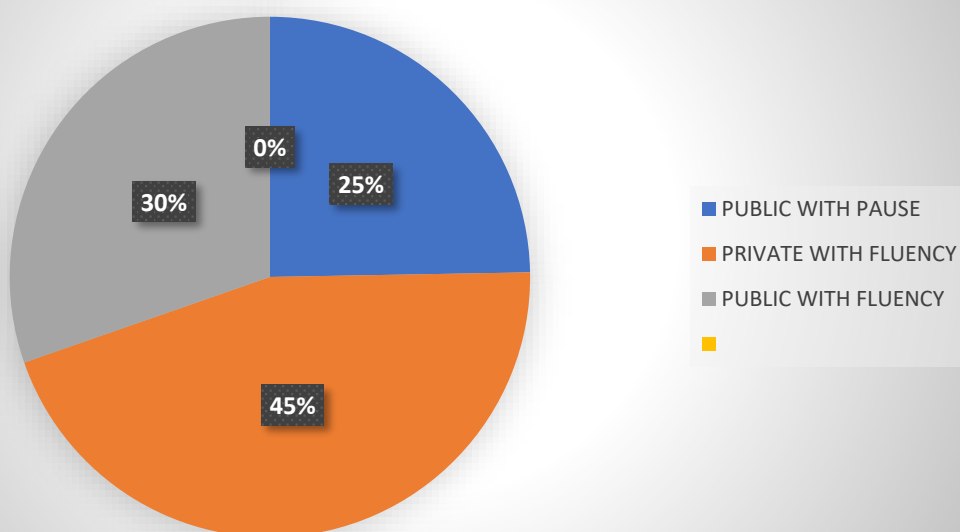
Source: Survey data.

It refers to public school students who mostly read with a pause. That is, students perform reading, but most are not aware of interpreting a text and thus achieving a satisfactory performance over a certain time by reading a text and then submitted to a question about it.

The big problem with reading with breaks is that the student has not fully developed the skills foreseen in the third elementary year, even so he was promoted and so they are unable to finish their learning process, and consequently they do not enjoy a safe and full reading of sentences and words, and thus spending a lot of time trying to decipher the "codes" and thus the comprehension of the text being impaired. To read fluently, the student must already have a concept of the word in mind. According to Aurélio (1986)

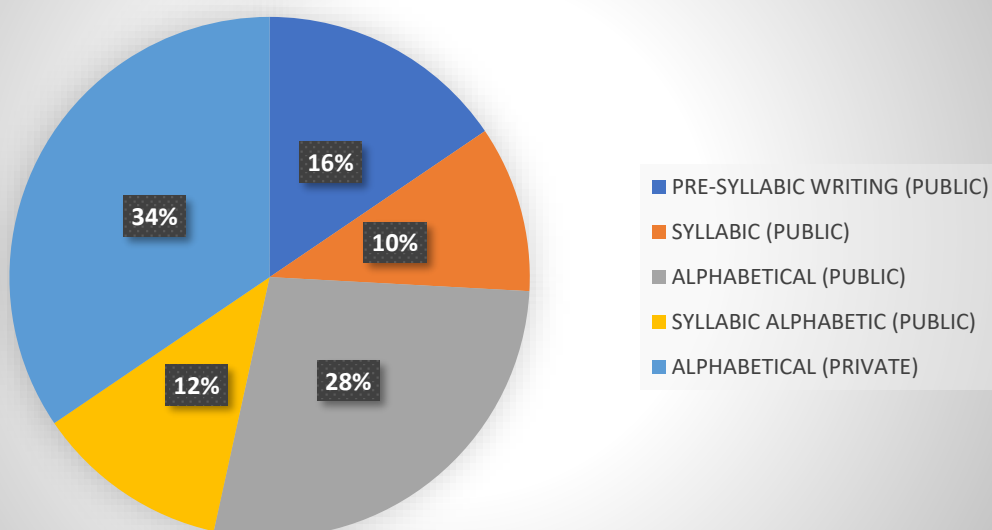
"Fluent is that which runs easily, current. So, with this view in mind, Bamberguer (2000) says: "Reading fluency is the bridge between reading and comprehension. Fluency refers to the quality of reading and is evaluated by indicators of speeds (words per minute), number of errors and prosody (regular pronunciation of words with proper accentuation). The fluent student is the one who reads at a pace, with few errors and with adequate prosody".

5 - CONCERNING READING TEXTS



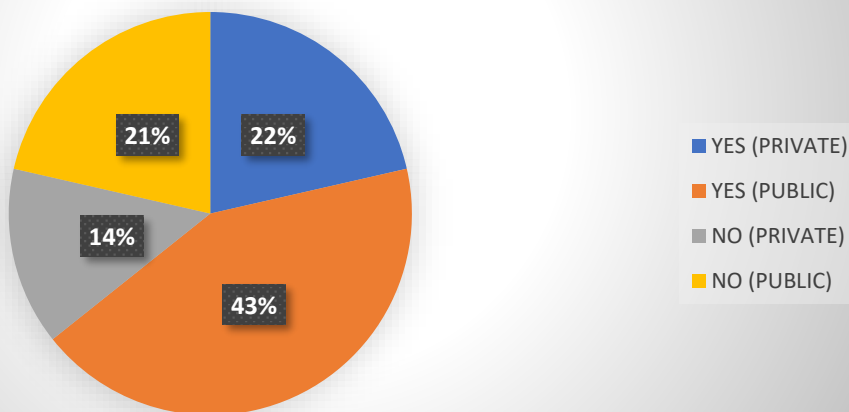
Source: Survey data.

6-RELATED TO WRITING



Source: Survey data.

TEACHERS' ANSWERS QUESTION 6 (Do you use any instrument to monitor the student's reading progress?)



Source: Survey data.

Soon after conducting the research, I can say that my desires are real and a great concern is not to let me be silent.

When examining the answers of my interviewees, where they are all pedagogues and who teach in the fifth grade, both in public and private education, one issue in particular caught my attention. In the survey, exceptionally in question three, I asked as follows: What is the difficulty of students in having the habit of reading?

Interviewee (1) answers as follows:

"The biggest difficulty for students in getting into the habit of reading is living with people who do not encourage reading and often books also offer them readings that are not of interest to them".

Interviewee (2) answers as follows:

'Reading is a habit. The fact of not practicing this "habit" may be linked to the lack of access to libraries, family incentive, which becomes an open door to demotivation, because in many cases reading becomes mandatory, after all, the practice of reading, however, can only succeed if associated with pleasure so that the reader feels motivated with the forms of communication that are characterized in the art of the word. that encouraging reading and the taste for it is the role of the "School" together with the "Parents".

And it is exactly this scenario that we find in schools full of children, the vast majority of whom have no perspective in relation to their studies, where technological reading, which often adds nothing to their intellectual formation, takes over their conscious where it does

not involve reasoning, knowledge, perception, decision, and thus distances the student even more from the school environment. I know we are talking about children in the age group of 9 to 14 years, but it is still time, if they were not stimulated in the initial grades, if we do not try now, they will lose the opportunity to be transformed by the habit and pleasure that reading provides.

According to Geraldi (2006, p. 110) "it is necessary to rescue in the school and bring into it what is excluded from it by principle: the pleasure of reading without having to present to the teacher and the school the result of this pleasure, which is reading itself". The act of reading is carried out so that the limits of one's own knowledge are expanded, in a fun and relaxed way.

According to a survey released in 2012, carried out by IBOPE at the request of the Instituto Pró-Livro (IPL), parents and teachers are the biggest influencers of children and adolescents in the development of a taste for reading. Only about 50% of the Brazilian population (88 million Brazilians) considers themselves readers, among these, 43% said they are used to seeing their parents reading and another 45% believe that teachers were great promoters of reading. A more expressive data appears among non-readers, when 65% of them say they have never seen their parents reading".

FINAL CONSIDERATIONS

Therefore, we see that there is a great problem in the education of our Brazil in the early grades, mainly, where it should be the foundation of the skeleton of education, it is necessary that new forms, visions and practices appear that involve students and teachers and also the family, all in function of a single objective, to form citizens from an early age aware of their role in society.

Literacy teachers need to be prepared, committed, competent, dynamic and aware of their responsibility in the training of students for the transformation of the society in which we live.

What we see in private education are totally different data from the public network and this was proven in the field research carried out during this period, where we found a private education without "major problems" where all students have an excellent level. In public education, it is a martyrdom, children in the fifth grade still do not read.

It is also essential that the public system helps the teacher, and makes a direct evaluation in this system of literacy in cycle, we are Seung that this fact does not

corroborate good learning; The child already knows that he will not fail and therefore does not make an effort to study, the family in turn knows that the child will advance in the years of the cycle even without consolidating satisfactory learning, so it leaves the child "loose". In turn, this particular student will be subjected to different guidelines in the current year where he has not even consolidated the guidelines of the following year, and if he does not have pedagogical support, he will be in the middle of the road.

By virtue of all these wear and tear, how to reach a fifth year full of his duties, autonomous in his reading.

Finally, it is believed that it is possible to achieve a quality public education, with the involvement of teachers, students and families, where they use different methodologies, especially in the literacy and literacy of each subject involved in the academic process, and thus become the protagonist of their lives.

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