



‘WONDER’ AND INCLUSION: A LITERARY TEACHING PROPOSAL ¹

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ABSTRACT: Studies on literary literacy are still quite recent, but they are very significant to the point of bringing about changes in people's social values, as they use the written word as a tool to talk about something in life. As such, the subject of inclusion needs to be given more visibility in discussions, highlighting practices in the school environment to cater for students' diversity and recognizing their peculiarities with empathy and respect. The aim of this work is to present a proposal for teaching literary literacy, with the theme of inclusion and the end product being reading practice in various artistic languages, awakening the student's creativity. Using a qualitative approach, we examined articles, analyzed documents such as the BNCC (2018) and DCEPA (2017), as well as the authors Segabinazi and Cosson (2023), Silva and Silveira (2011), Vieras and Dourados (2015), who discuss the concepts of literary literacy. The author Suarez (2006) talks a little about the concept of *bildung*. The result of this work the development of a didactic proposal based on the theoretical framework of literary literacy, inclusion and the concept of *bildung*. It is inferred that literary literacy is associated with practices that make students reflect, awakening feelings of empathy and respect for all.

Keywords: Literary Literacy .Teaching Literature. Inclusion.

RESUMO: Os estudos sobre o Letramento literário ainda são bem recentes, porém muito significativos a ponto de provocar mudanças nos valores sociais das pessoas, pois faz uso da palavra escrita como ferramenta para falar sobre algum fato sobre a vida. Sendo assim, o tema inclusão precisa ter mais visibilidade para discussões, evidenciando práticas no âmbito escolar

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para atender a diversidade do aluno e reconhecendo suas peculiaridades com empatia e respeito. O presente trabalho tem por objetivo apresentar uma proposta de ensino de letramento literário, com o tema inclusão e tendo como produto final, a prática em leitura em várias linguagens artísticas, despertando a criatividade do aluno. Fazendo o uso da abordagem qualitativa, foram examinados artigos, análise dos documentos como a BNCC (2018) e DCEPA (2017), assim como, os autores, Segabinazi and Cosson (2023), Silva and Silveira (2011), Vieras and Dourados (2015), que abordam sobre os conceitos de letramento literário. O autor Suarez (2006), que fala um pouco sobre o conceito *bildung*. O resultado deste trabalho é a elaboração da proposta didática, com base no referencial teórico sobre o letramento literário, inclusão e conceito de *bildung*. Infere-se que o letramento literário está associado a práticas que fazem os alunos refletirem, despertando sentimentos de empatia e respeito por todos.

Palavras-chave: Letramento literário. Ensino de literatura. Inclusão.

1 INITIAL CONSIDERATIONS

Much has been discussed about the evolution of literature, especially in the educational, academic and social spheres, due to its extensive and vast process in the formation of individuals. However, when we refer to literary literacy, it is not just limited to the act of reading and writing or learning the literary genres of stories, but learning to interpret in relation to the critical and reflective capacity in the symbolic development of our being.

According to Cosson (2015), reading literary texts is important, but it is still the responses we give to them that are most relevant, in other words, reading is necessary, but the process of literary literacy in the classroom must be a construction of readers, and it is up to the teacher to encourage students to go beyond the simple to the complex, in order to broaden their cultural repertoire.

When we use a literary work, we must think of a central theme to be interpreted, discussed and which is part of the students' reality. In this sense, inclusion is an educational concept that aims to make acts of prejudice and discrimination more flexible because someone is different or belongs to another group.

According to Freire (2008), inclusion is an educational, social and political domain, as it assumes responsibility for guaranteeing the rights of all. In relation to inclusive education, it

comes to defend the rights of students, who can fulfill and exercise their role, to improve their skills, having a quality education to participate in the society to which they belong.

These facts justify the importance of studying literary literacy for more inclusive actions, proposing readings and activities for new perspectives on the student's reality, making them see themselves, reflect on what they could change and develop and practice actions that benefit others, being patient and tolerant individuals.

The aim of this work is to propose a didactic proposal for literary literacy that works on the theme of inclusion. The book “Wonder” was chosen because it has a simple narrative, because it is an adaptation for beginners in English, and it tells the story of a child who considers himself different from the others because he has an illness, so the text leads the reader to reflect on empathy, friendship and respect for the different.

This paper is structured as follows: Section 1 presents the fundamental concepts of literary literacy and inclusion. Section 2 discusses the literature review related to the topic. Section 3 discusses the concept of inclusion and the documents that talk about rights and duties. Section 4 describes the methodological procedures used in the research. Section 5 presents and analyzes the results obtained. Finally, Section 6 presents the final considerations, highlighting the study's contributions and suggestions for future research.

2 LITERATURE REVIEW

2.1 Literary Literacy

Nowadays, much has been discussed about how literature has evolved over time, improving its role in society, not just in schools and academia, but in general. One of the factors that has contributed to this progress is literary reading, for a more effective education that is capable of developing the potential of individuals. According to the Curriculum Document of the State of Pará (DCEPA):

Literature, as an expression of life, has the capacity to re-dimension the subject's perceptions of their experiences and their world. This is why reading literature, by its nature and its aesthetic power, contributes significantly to the formation of a person, influencing their way of thinking and looking at life (PARÁ, 2019, p. 289).⁴

⁴ Trecho Original: A literatura, enquanto expressão da vida, tem a capacidade de redimensionar as percepções que o sujeito possui de suas experiências e do seu mundo. Por isso mesmo a leitura da literatura, pela sua

According to Soares (2004), the concept of literacy has only been around for a short time in Brazil, having started in the field of linguistics just over two decades ago. Its function is to describe social behavior and practices, and how people appropriate reading and writing in order to be able to respond to the demands of meaningful social practice and not just a matter of literacy.

For Vieras and Dourados (2015), literary literacy is a type of literacy where literature is seen in a broader way and which goes beyond simple reading and writing, although there is a very pertinent issue to be mentioned, that when reading a literary work or a text, it does not mean to say that the person likes to read or likes literature for pleasure, we need to take into account the reasons why the individual did the reading.

In this sense, it is important to consider that literary literacy goes beyond methods based on reading and writing, requiring the development of skills that engage individuals with the world. This means that individuals should be encouraged to engage in discussions about literary texts through creative activities that stimulate the development of imagination.

According to Silva and Silveira (2011), based on an understanding of literary literacy, the focus should not only be on acquiring skills to read literary genres, but should be centered on learning to understand and reinterpret texts, driven by both the teacher and the student.

During literary literacy learning, reading needs to go beyond just learning the literary aspects of stories, but from them, awakening the students' critical sense, with the purpose of perception in relation to the subjectivity that literary texts can bring and what effects they can have on us.

According to Segabinazi and Cosson (2023), from literary reading, a specific way of relating to literary texts has emerged, introducing something new in language and contributing to the symbolic development of our being, which is essential for human life. For this reason, the continuation of literary literacy is of great importance for the integral education of students.

Furthermore, for this practice of literary literacy to be more present in the school environment, we need to understand what is truly important to bring to students through readings, what the reader can learn to perceive in the texts, what reflections they can make after reading, and how this can become part of the student's daily life.

Within the Literary Artistic field National Common Curriculum (BNCC) states that: "Field of action relating to participation in situations of reading, fruitfulness and production of

natureza e pela sua força estética, colabora significativamente para a formação da pessoa, influenciando nas suas formas de pensar e encarar a vida (PARÁ, 2019,p. 289).

literary and artistic texts, representative of cultural and linguistic diversity, which favor aesthetic experiences (BRASIL, 2018, p. 96).⁵

In this sense, the ways in which students engage in literary reading makes them freer to perceive, through stories, the layers of the literary text and experience the feelings that the text enriches their own culture. Also according to the BNCC, “Recognize that literary texts are part of the imaginary world and present a playful, enchanting dimension, valuing them, in their cultural diversity, as artistic heritage of humanity” (BRASIL, 2018, p. 97) .

Thus, it is necessary for this literary literacy education to be supported by the entire school, incorporating interdisciplinary collaboration with other teachers to discuss what types of teaching strategies can be improved to guide the student's classroom process.

For such training, we need to make use of the concept of *Bildung*, which is a term that originated in Germany, which has various meanings depending on its use, but for this study the most important will be about the process of humanizing training, due to its moral and ethical use.

According to Suarez (2006), in her study, she cites the article on “*Bildung et Bildungsroman*” by Antonie Berman, who developed the concept of “*bildung*” in the pedagogical and artistic spheres:

The German word *Bildung* generically means “culture” and can be considered the Germanic double of the word *Kultur*, of Latin origin. However, *Bildung* refers to several other registers, primarily because of its rich semantic field: *Bild*, image, *Einbildungskraft*, imagination, *Ausbildung*, development, *Bildsamkeit*, flexibility or plasticity, *Vorbild*, model, *Nachbild*, copy, and *Urbild*, archetype. We use *Bildung* to talk about the degree of “formation” of an individual, a people, a language, an art: and it is from the horizon of art that *Bildung* is most often determined. Above all, the German word has a strong pedagogical connotation and designates formation as a process. For example, Wilhelm Meister's youthful years in *Goethe's* novel are his *Lehrjahre*, his years of apprenticeship, where he learns only one thing, which is undoubtedly decisive: he learns to form himself (*sich bilden*).⁶

⁵ Trecho original: Campo de atuação relativo à participação em situações de leitura, fruição e produção de textos literários e artísticos, representativos da diversidade cultural e linguística, que favoreçam experiências estéticas [...].

⁶ Trecho Original: A palavra alemã *Bildung* significa, genericamente, “cultura” e pode ser considerado o duplo germânico da palavra *Kultur*, de origem latina. Porém, *Bildung* remete a vários outros registros, em virtude, antes de tudo, de seu riquíssimo campo semântico: *Bild*, imagem, *Einbildungskraft*, imaginação, *Ausbildung*, desenvolvimento, *Bildsamkeit*, flexibilidade ou plasticidade, *Vorbild*, modelo, *Nachbild*, cópia, e *Urbild*, arquétipo. Utilizamos *Bildung* para falar no grau de “formação” de um indivíduo, um povo, uma língua, uma arte: e é a partir do horizonte da arte que se determina, no mais das vezes, *Bildung*. Sobretudo, a palavra alemã tem uma forte conotação pedagógica e designa a formação como processo. Por exemplo, os anos de juventude de Wilhelm Meister, no romance de Goethe, são seus *Lehrjahre*, seus anos de aprendizado, onde ele aprende somente uma coisa, sem dúvida decisiva: aprende a formar-se (*sich bilden*).

Given this, the concept of Bildung is very broad, but we can understand that its main function is associated with the formation of something, that is, in the growth of new perspectives, favoring knowledge about the life of humanity, how the individual can be molded for the composition of a more educated society, making use of literature as an ally of this enriching process, reshaping understandings of the world. According to the Curriculum Document for Kindergarten and Elementary School in the State of Pará (DCEPA):

Literature, as an expression of life, has the capacity to reshape people's perceptions of their experiences and their world. This is why reading literature, due to its nature and its aesthetic power, contributes significantly to the formation of the person, influencing their ways of thinking and facing life (PARÁ, 2019, p. 289).⁷

In this way, literature opens up rich fields of knowledge for human development, which is always learning something new every day. However, not everyone has access to literary texts, and it is at this point that the school takes on a responsibility for the formation of individuals, because each time they read, it allows for new experiences, stories in which the individual can recognise, or even get to know new worlds, ideas, environments and cultures.

3 INCLUSION

Inclusion, as a fundamental principle of society, needs more visibility and attention. If we want to guarantee our rights and duties, justice must be equitable for all types of people, regardless of their differences or conditions. This involves recognizing their role as individuals in society with respect and deconstructing stereotypes.

BNCC and curricula have complementary roles to ensure the essential learning defined for each stage of Basic Education, since such learning only materializes through the set of decisions that characterize the curriculum in action. It is these decisions that will adapt the BNCC propositions to the local reality, considering the autonomy of the education systems or networks and school institutions, as well as the context and characteristics of the students. (BRASIL, 2018. P. 16).⁸

⁷ Trecho Original: A literatura, como expressão da vida, tem a capacidade de remodelar as percepções que as pessoas têm de suas experiências e de seu mundo. É por isso que a leitura de literatura, por sua natureza e por seu poder estético, contribui significativamente para a formação da pessoa, influenciando seus modos de pensar e de encarar a vida (PARÁ, 2019, p. 289).

⁸ Trecho Original: BNCC e currículos têm papéis complementares para assegurar as aprendizagens essenciais definidas para cada etapa da Educação Básica, uma vez que tais aprendizagens só se materializam mediante o conjunto de decisões que caracterizam o currículo em ação. São essas decisões que vão adequar as proposições da BNCC à realidade local, considerando a autonomia dos sistemas ou das redes de ensino e das instituições escolares, como também o contexto e as características dos alunos. (BRASIL, 2018. p. 16).

To this end, the document has the function of guiding the parameters that each student must learn, according to the stage of learning, which, together with the curricula, schools will have to adapt to meet the plurality and specific requirements that a given school needs, and only in this way will we be able to maintain an equal education with a diverse range of students being well attended to. Also according to BNCC:

The planning of the annual work of school institutions and the routines and events of everyday school life must take into account the need to overcome these inequalities. To this end, education systems and networks and school institutions must plan with a clear focus on equity, which presupposes recognizing that students' needs are different (BRASIL, 2018.p. 15).⁹

This shows us that the principles that an educational organization must present in order to reduce inequalities, through concepts that make people understand, respect and value the diversities of a particular group or ethnicity, with the prospect of developing an environment of inclusion, in the construction of healthy relationships, based on the principle that all citizens have the right to expose and enjoy these rights, freedom to express themselves and without injustice to other individuals. However, the BNCC document states that:

Select and apply diversified didactic-pedagogical methodologies and strategies, using differentiated rhythms and complementary content, if necessary, to work with the needs of different groups of students, their families and culture of origin, their communities, their socialization groups, etc. (BNCC, 2018. p.17)¹⁰.

The use of didactics that offer chances for the most varied groups requires a lot of study, research, experience and maturity on the part of the teacher to know how to lead at the moment of choosing to teach, committing to offering the best in an objective way, respecting the individual limits of each student, in order to promote and encourage them to live well together and have new experiences with other colleagues.

⁹ Trecho Original: O planejamento do trabalho anual das instituições escolares e as rotinas e os eventos do cotidiano escolar devem levar em consideração a necessidade de superação dessas desigualdades. Para isso, os sistemas e redes de ensino e as instituições escolares devem se planejar com um claro foco na equidade, que pressupõe reconhecer que as necessidades dos estudantes são diferentes (BRASIL, 2018.p. 15)

¹⁰ Trecho Original: Selecionar e aplicar metodologias e estratégias didático-pedagógicas diversificadas, utilizando ritmos diferenciados e conteúdos complementares, se necessário, para trabalhar com as necessidades de diferentes grupos de estudantes, suas famílias e cultura de origem, suas comunidades, seus grupos de socialização etc. (BNCC, 2018. p.17).

The Curricular Document for Early Childhood and Elementary Education of the State of Pará (DCEPA) provides some guidelines based on the BNCC. However, it proposes three types of curricular flexibility: at the curricular level, flexibility of content and objectives, and adaptability. The DCEPA states that:

At curricular level, flexibility can be achieved in terms of objectives, content, methodology and assessment. Flexibility in objectives and content introducing essential learning skills such as reading, writing and calculation, writing and calculation; prioritising objectives that include basic attention skills, participation and adaptability of the student; introducing content gradually, from less complex from the lowest to the highest complexity of the task and the reinforcement and retaking of content that will contribute to better mastery of the learning process (PARÁ, 2019. p. 506).¹¹

In light of the above, the document makes it very clear that the content and objectives should be flexible, considering that if the didactics chosen have not reached a small proportion of the students, it is necessary to make an adaptation to improve performance, knowing that people are different and have peculiarities that give classes another rhythm, especially if it is during reading and writing, which the teacher will have to provide to motivate and attract the students' attention, in addition to bringing only the basics so as not to overload them and make observations of their learning process. In view of this, inclusion is seen within this educational context as an opportunity to enrich the school environment and prepare students to live in a diverse and inclusive society.

4 METHODOLOGY

This work was carried out during the teaching of the subjects Literature Teaching Practice in English Language Teaching and Supervised Internship IV. The aim of this study is to present a didactic proposal of literary literacy working on the theme of inclusion for undergraduate students. The preparation of this article consisted of bibliographic readings with citations from other published works.

According to Gil (2002), bibliographical research consists of various analyses that can be made from reading books, which are commonly read, such as literary works, works of

¹¹ Trecho Original: A nível curricular, a flexibilização pode ser feita em relação aos objetivos, conteúdos, metodologia e avaliação. A Flexibilização dos objetivos e conteúdos diz respeito à introdução de habilidades essenciais para a aprendizagem como as de leitura, escrita e cálculo; priorizar objetivos que contemplem habilidades básicas de atenção, participação e adaptabilidade do estudante; introdução dos conteúdos de forma gradativa de menor a maior complexidade da tarefa e o reforço e retomada de conteúdos que irão contribuir para um melhor domínio no processo de aprendizagem. (PARÁ,2019. p.506).

publicity and periodical publications, such as newspapers and magazines, which aim to promote scientific or technical knowledge.

According to Lakatos and Marconi (2009), bibliographical research refers to printed research such as books, magazines, documents and newspapers. In this way, the subjects researched will have more credibility for the preparation of academic work.

For the didactic proposal, three lesson plans were drawn up, each lasting two hours. As for the structure of the lesson plan, it includes: Group; team; class profile; theme; literary work; approaches and methodologies; literacy practice; objectives; justification for choosing the literary work and procedures.

The choice of this study is justified by the wealth of practical and theoretical learning acquired during the subjects, which could contribute significantly to future studies.

5 RESULTS AND DISCUSSIONS

5.1 Teaching proposal: Teaching literature for a more inclusive society.

As already mentioned, literary literacy has significant importance within the social context, so it is essential that there is planning and objectives in literature, capable of awakening interest in reading, providing motivation, convincing and clear, considering that not everyone is a literature enthusiast.

We chose the adaptation of 'Wonder' by the author Raquel Jaramillo, under the pseudonym Palacio, which is aimed at students new to the English language. The work was chosen because it is a simple and objective text, as well as having a film about the story, which highlights important themes to be addressed such as bullying, empathy, showing solidarity, choosing friendships and building character.

The Plan was divided into three stages, "Pre – Activity, While – Activity and Post – Activity. In the first stage, which is Pre – Activity, we included in the plan that initially the teacher would ask some questions related to reading, such as: if they had already read a text in English. Observe according to table 1.

Table 1 - Lesson Plan 1

Group	Undergraduate students
Class Profile	Adults
Content	Extraordinary literature with inclusion as a means of humanization
Background knowledge	Students have already had contact with English texts
Literary Work	Wonder (R.J. Palacio)
Approaches and Methodologies	Reading strategies for students such as: Skimming and Scanning.
Literacy Practice	Reading in various artistic languages
Objectives	By the end of the lesson, students will be able to conceptualize what extraordinary is and what its implications are. They will be able to reflect on the subject.
Justification for choosing literary work	The choice of text occurred because it presents a narrative that deals with the story of a child who considered himself different from other children, and the text leads us to reflect on how to work on inclusion, empathy and respect for something different.
Procedures: Pre – Activity:	Engage: Description of activity: Ask questions about the book. <i>Teacher: Has anyone read it?</i> Description of activity: Talk about the author of the book Ask questions about the book cover.

	<p><i>Teacher: What do they believe this work is about?</i></p> <p><i>What do the drawings and symbols on the cover represent?</i></p> <p><i>What do they know about the word Extraordinary?</i></p> <p>Does it have to do with the content of the book?</p> <p>Activity description: Separate the word extraordinary into syllables to reflect on the relationship between this word and their lives.</p> <p><i>Teacher: Who do they know who is extraordinary?</i></p> <p>Description of activity: Then ask if anyone has seen the film and show some short excerpts from the film.</p> <p><i>Teacher: How to relate the video to the content covered?</i></p>
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Source: Author, 2024.

5.2 Pre - Activity

To begin, the teacher will have to address the topic of Inclusion, which will be discussed in class, and at this point will ask questions such as: what do they understand about this topic and what comes to mind when they hear this word? In the second moment, the educator will briefly show the biography with a photo and some characteristics about the author of the literary text.

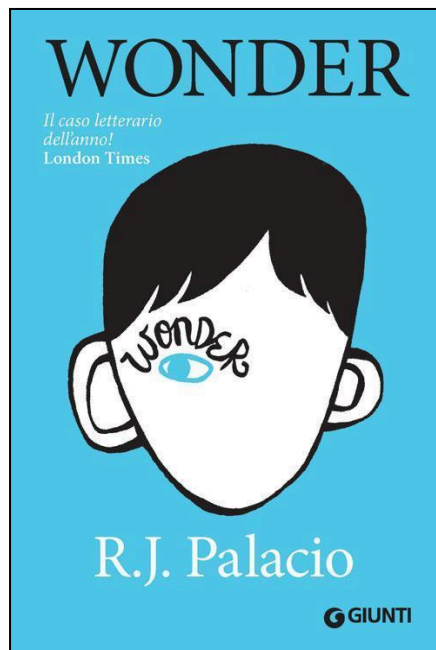
Continuing with the class, the next step is to show the image of the book cover, as shown in Figure 1. At this stage, the teacher will ask the students what they think of the cover, what their perspectives are on the image of the one-eyed boy, what the color might represent, whether they have seen or read this work and what they think the book is about.

The teacher will then present the physical version of the work. Still exploring the layers of the book, we will focus more on the title, asking the students about the words

ordinary and extraordinary, whether they can differentiate these two words and what they have to do with the story of the book.

The teacher should ask all these questions to create the process of motivation, and for the reader to begin to reflect and think, going beyond the textual aspects. The teacher should also show a short video about the film of the work to further arouse interest in reading.

Figure 1 - The book cover



Source: Palacio, 2012.

This brings us to the end of the first part of the lesson, so we'll delve a little deeper into the reading of the literary text in the while - activity stage.

5.3 While Activity

Before starting the reading, the teacher will need to explain some reading strategies that will facilitate the students' reading and understanding before they actually start studying and reading the work. First, we suggest working on the Skimming strategy, which is a strategy for quickly reading the text, making a general impression of the subject being discussed, and which can be used in our daily lives when leafing through a magazine or newspaper, most often used for academic studies as bibliographic material.

Another strategy to be taught to students should be the scanning strategy. This strategy allows the reader to locate specific information in the text, to select passages that interest them, without reading the text linearly, but to identify through the layers of the work what caught their attention, whether it was the title, a phrase highlighted in bold, numbers in relation to years, the names of characters, names of cities and countries.

The questions suggested to the students can help them reflect on or remember other texts they have already read in English, the level of difficulty of the reading, what resources we can use to improve this practice of reading in English. In this sense, presenting the strategies of Skimming, which is characterized by being used for the general reading of a text, and Scanning, which will target specific parts of a text, is fundamental to having a better performance when reading. observe the second lesson plan, as shown in table 2.

Table 2 - Lesson Plan 2

Group	Undergraduate students
Class Profile	Adults
Theme	Inclusion
Literary Work	Wonder (R.J. Palacio)
Approaches and Methodologies	Reading strategies for students such as: Skimming and Scanning.
Literacy Practice	Reading in various artistic languages
Objectives	The students will have an interest and taste for literary reading, taking into account their critical and reflective formation and the concept of Bildung, which is a humanizing formation based on man's contact with books.
Justification for choosing literary work	The choice of text occurred because it presents a narrative that deals with the story of a child who considered himself different from other children, and the text leads us to reflect on how to work on inclusion, empathy and respect for something different.

<p>Procedures: While - Activity</p>	<p>Description of the activity: The teacher carries out a guided reading with the students.</p> <p>After the reading, the teacher gives them 10 minutes to read the text on their own.</p> <p>The teacher then discusses interesting points from the text with the students.</p> <p>Example: - The students are expected to try to talk about things they like to do and how they are perceived by people.</p> <p>- Throughout the reading, the teacher asks the students questions about the elements of the literary text</p> <p><i>Teacher: Who are the characters?</i></p> <p><i>The space of the narrative?</i></p> <p><i>How does the character feel throughout the text?</i></p> <p><i>How is he seen by society?</i></p> <p>Description of the activity: From these questions, students are expected to talk about how the character feels being seen by other people, that the character does not feel comfortable and welcomed, and in a respectful way.</p> <p><i>Teacher: What actions can be taken to make the character feel included and welcomed?</i></p>
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Source: Author, 2024.

After explaining the strategies, the teacher gives the students the text of the first chapter of the book, so that they can do a short activity applying the strategies in practice. The students individually receive the first chapter of the book *Extraordinaire* printed on A4 paper, see Figure 2. The teacher asks the students to look at the text and say what they think it covers (using the skimming strategy). Then the teacher will ask the students: What are the daily activities that the character mentions in the text?

Figure 2 - Literary text



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Source: Palacio, 2012.

The students are expected to understand and respond without reading the whole text. After this, the teacher will do a guided reading with the students, and then let the students read the text themselves. The teacher then discusses the interesting points of the text with the students.

Throughout the reading, the teacher asks a few questions about the elements of the literary text (using the Scanning strategy): Who are the characters? The space of the narrative? How does the character feel throughout the text? How is he seen by society?

According to Castro (2021), learning strategies for reading and comprehension are essential for training and guiding readers to produce more effective reading, whether in their mother tongue or in a foreign language. However, for students to be good readers, they need to make strategies a daily practice.

From the same point of view, according to Silva and Silveira (2011) and Segabinazi and Cosson (2023), literary literacy brings other perspectives in relation to new life experiences, making it important to apply such practices to students, who will consequently be more attentive and interested in responding to the subjectivities of a literary text, in

addition to being a strategy to argue about various themes, for the formation and transformations that will occur throughout their learning process.

Assuming that some students don't know the story well, it was preferable to take a break from reading and continue with the lesson, giving a brief summary of the work and the character. The main character's name is August. He was born with Treacher Collins Syndrome, which is a genetic disease that causes facial malformations, and for this reason he didn't go to school and only started going to school in fifth grade.

Another point that the narrative addresses is his friendship with his friends at school and his interaction with other students who didn't treat him with respect, making his arrival at school much more difficult at first, with challenges and overcomings that were made throughout the book.

After this parenthesis, the teacher can introduce the concept of "Inclusion" so that the student becomes familiar with it and then reflects on the subject during class, such as respecting differences and allowing everyone to exercise their rights, without discrimination and prejudice.

According to the documents cited in this work, the inequalities that we deal with daily in the educational environment must be overcome, but by systems that act through concepts and practices, which allow the educator to diversify to meet the needs of different groups.

Therefore, the teacher can bring up some interesting facts about the work, with the aim of encouraging them to want to know more about it in its entirety. Bringing up the recognition that the work received, such as: it was number 1 on The New York Times bestseller list; One of the reasons why the author wrote the work was an experience in which her son saw a child with the same syndrome for the first time and had a negative reaction and started to cry. For the author, one of the ways to try to fix things was to write this story addressing respect and kindness.

It is important to emphasize that bringing these stories about the reality of a literary text can spark more interest in reading, in addition to working on the concept of *bildung*, which aims at humanizing education, with literary literacy as a precursor, or pretext for educating with culture and knowing the virtues that we can find in ourselves and in other people.

Therefore, the teacher can bring up another interesting fact about the literary work: the choice of the title "Wonder", which is that after what happened to her son, the author was sitting near the radio and listened to a song by an American singer named Natalie Anne

Merchant, and her song is called "Wonder", which literally means marvel, which even includes parts of the lyrics in the prologue of the book.

To conclude, the teacher can ask the students some questions to see how much they understood and learned about the play and how it relates to the theme of inclusion. An example of a question to ask is: What actions or attitudes can be taken so that the character feels included in society? Have you ever been through something similar? What would you do if you saw someone discriminating against another person?.

When asked these questions, the teacher should allow the students to feel free to express their opinions, exercising their right to equity and respect for equal rights for all.

In this way, after listening to the students' answers, the teacher ends the activity here and then passes it on to the other teacher, who will bring up the Post-Activity stage, which is the third and final plan of this didactic proposal.

5.4 Post - Activity

The third lesson plan made was the Post - Activity, the proposed objective of which was to awaken students' interest in literary reading for personal growth and knowledge, awakening critical and reflective sense and being able to identify fundamental concepts about inclusion and in what ways we could promote fair and equal participation. See the lesson plan in Table 3.

Table 3 - Lesson Plan 3

Group	Undergraduate students
Class Profile	Adults
Theme	Inclusion
Literary Work	Wonder - 1° cap (R.J. Palacio)
Approaches and Methodologies	Reading strategies for students such as: Skimming and Scanning.
Literacy Practice	Reading in various artistic languages

<p>Objectives</p>	<p>Students should awaken an interest in and have a preference for literature as a means of personal growth as a critical and reflective student/reader. By the end of the class, students should be able to identify fundamental concepts of inclusion and reflect on ways to promote equal participation for all.</p>
<p>Justification for choosing literary work</p>	<p>The choice of text occurred because it presents a narrative that deals with the story of a child who considered himself different from other children, and the text leads us to reflect on how to work on inclusion, empathy and respect for something different.</p>
<p>Procedures: Post - Activity</p>	<p>Description of the activity: It is suggested that students be divided into groups to discuss what they remember from the reading done in the previous class before the teacher-prepared questions.</p> <p>At the teacher will ask the students in portuguese, this will help to remind students about the book.</p> <p><i>Teacher: What do you recall about reading the book in class?</i></p> <p><i>What is the main character's name?</i></p> <p><i>How does he differ from other children?</i></p> <p><i>Do you think the other children were including the main character in their games?</i></p> <p><i>Would you include the character in games? If so, what would you do or how would you do it?</i></p> <p><i>Have you ever experienced a similar situation?</i></p>

	<p><i>How would you describe the book or the main characters in three words?</i></p> <p><i>Have you done any additional research on the book or film at home?</i></p> <p><i>Who do you think is extraordinary?</i></p> <p>Description of the activity: These questions are based on the idea elaborated from the chosen literary practice, drawn from identifiable reality, in a way that the meanings transcend to other realities experienced by the students and relate to the concept of inclusion.</p> <p>After that, students should be shown several images related to the film, including drawings available on the internet .</p>
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Source: Author, 2024

To prepare the activity, the practice chosen was: Reading in different artistic languages. In this proposal, the teacher will ask students to divide into groups to discuss and review what they remember from reading the text.

In the first few moments of class, it would be more of an exchange of opinions about the literary work, about how they would describe the character in three words, if they had done any research on the work or the film and finally, who is extraordinary to you, your father, your grandmother, your mother, a famous artist or scientist, someone who has really done something or is extraordinary because of who they are.

For the final product of the activity: It is suggested that the teacher ask the students to search for images of people they consider to be extraordinary, and they will have to say why these people are extraordinary to them.

In this way, the teacher can finalize the didactic sequence. However, it is important to point out that for the final activity, one suggestion is that the teacher can use other activities, if there is time, ask for other products, such as creating a mural with images of extraordinary people, or ask them to write a short text telling everything they have learned about the literary text and inclusion.

In addition, observing the trajectory of these students, from the beginning of the lessons to the final product, can show what actually worked in the didactics applied and what you would have done differently. Not just the execution of the didactic, but what feelings they aroused when they read and learned about history, with the aim of understanding and putting themselves in the other person's shoes, thus becoming respectful individuals, capable of accepting and dealing with differences.

Similarly, Segabinazi and Cosson (2023) used the same literary practice, reading in different artistic languages, organized by teachers from a public school. The proposal was to do a reading/motivation of a theatrical poem, and as a pedagogical proposal it was a game with literary text in high school, which, at the end, it was possible to observe that they were not the same students from the initial reading.

In addition to simply reading, literacy aims to train and prepare people to make critical analyses, capable of delving deeper into reading, making very rich interpretations of literature in various ways, one of which is mentioned in the study: reading in various artistic languages, which makes it possible to break with the usual when producing interpretations of literary reading.

Still according to Segabinazi and Cosson (2023), they highlight the importance of schools reflecting on new approaches, bearing in mind that literature is an artistic language and those who enter into this experience are encouraged to take a new look at the world.

Above all, the didactics for teaching literary literacy can have a major influence on achieving the teacher's goals, so the educator must look at the target audience, whether the didactics are in line with the age group, whether the geographical context is conducive to the applicability of teaching, because the results will not always be decisive, due to some external factor or even due to educational changes that may arise.

In short, literary literacy is a part of literacy as a whole, being social in nature, in the insertion of different texts, on various subjects that through writing can give us several messages in the same context, or use fictional stories with the purpose of reaching and awakening in the human being reflections and feelings that make us laugh, cry and feel empathy, and especially about the problems that we often do not know how to deal with.

6 FINAL CONSIDERATIONS

The development of this work was designed to improve teachers' didactics in the

teaching of literary literacy with themes that are part of students' real lives, making a relationship between literary literacy and inclusion as a fundamental tool, reinforcing the concept of *bildung*, for the humanizing formation of everyone in society.

The challenges are still great for this application of literacy in schools. It is known that schools don't always have the structural and financial resources to do the simple things, and the educators themselves, in this respect, will have more attention and responsibility in having how to do it, delving deeper into the studies on this new approach.

Thus, the theme of inclusion in didactic practice, the importance of continuing with discussions and projects, reinforcing the rights of excluded individuals, outlining approaches that are accessible to everyone is diversity, in addition to making possible changes in practice, is extremely important, as it will guarantee the continuous formation of a more dignified and just society, respecting everyone's right.

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