

The Portuguese Language Teaching Through a Literacy Project: the school newspaper

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Abstract:

The present paper aims at presenting a proposal for the teaching of Portuguese language based on literacy perspective. It is an action-research whose specific objective was the creation of a school newspaper as a strategy to promote the teaching of the Portuguese language. From this objective, the necessary discursive genres for the elaboration of the newspaper were studied. Therefore, this work is based on the official documents that govern Brazilian education; Literacy Studies, according to Street (2014), Kleiman (1995, 2000, 2005, 2006, 2010), Soares (2001). There is also the assumption of the socio-historical conception of language based on Bakhtin (2003), considering that social practices should guide the teaching of the mother language in the school context. As a result, it was possible to observe that thinking about teaching based on social practices contributes to the teaching-learning process since the production of the journal's genres (BONINI, 2014), related to student and community issues, was meaningful at the time of production.

Keywords:

School newspaper. Literacy projects. Teaching of Portuguese Language.

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INTRODUCTION

Writing, besides being a complex historical-cultural process, has become increasingly indispensable element in social relationships and interactions. The growing process of urbanization and industrialization in Brazil, the expansion of the media and the impact of writing in all spheres of human activities have triggered the importance of fluency over the use of language on an array of contexts, to indefinite ends. Thus, strategies that aim to improve and universalize Brazilian education, as well as to associate it with the needs of interaction in the most varied social practices, must relate to the demands of this new social and cultural reality.

Although, in such scenario, the teaching-learning process of the mother tongue has reached a prominent place within the discussions about the attempt to improve teaching in the country, many students, as they finish basic school, are still unprepared for the proper use of reading and writing skills in the most diverse interaction situations. Part of this unpreparedness is often related to how language work is developed in the classroom. Many activities of reading and writing in the school, in an artificial way, do not meet the real needs of use and function of the language. Much of what one does in relation to reading and writing has an end in one's own reading and writing. This inadequate schooling process ends up discouraging students who, not infrequently, write only to fulfill a school obligation. In light of these reflections, in this article, we will present a proposal for pedagogical intervention that seeks to consider writing and reading as a social practice, articulating them for the elaboration of a newspaper in the school environment.

The elaboration of the newspaper was based on real situations and pertinent to students' interests, so that they perceived the social function of writing and went beyond the traditional view of writing work at school, whose main objective is to "get grades". In this perspective, we understand the need to bring the students' reality closer to the reading and writing activities developed in the school, in an attempt to re-signify the school space as it is often the beginning of the development of citizenship activities and emancipation, concepts so dear to education that one really craves. It is necessary to understand that the school itself is also a micro society and that the projects of literacy can contribute to overturn, even if symbolically, the walls that separate and isolate it as if in it everything that happened was artificial and only a training to the reality. "The introduction of Critical

Linguistic Awareness and literacy as a critical social practice may, I believe, facilitate the process. Introducing them into the classroom is not a luxury, but a necessity” (STREET, 2014, p. 155).

The research that originated this article can be classified as an action-research. According to Gil (2010, p. 42), “action research has emerged as a methodology for intervention, development, and change within groups, organizations and the community.” Through this action-research it was possible to focus on a problem, to reflect on the action during the research process, to plan and re-plan actions; to gather the conclusions and the gains to re-signify the pedagogical practice, specifically with regard to the teaching-learning process. The research was developed through a literacy project understood as a didactic model (TINOCO, 2008), applied in a class of the 9th grade of elementary school II, with 30 students from the afternoon period, in a public school in the peripheral area of the city of Londrina - PR. It is worth mentioning that such research was approved by the Ethics Committee of the State University of Londrina.

The literacy project took place during the third two-month period of the academic year of 2017, in August and September, in approximately 50 class hours, and was coordinated by the teacher regent and also researcher with the collaboration of the group, since the project was based on the interactions of the students and on the proposals of reading and writing from the social practices in which they are inserted.

In order to present a better presentation of the research, this article is divided into three parts, in the first part we will focus on the perspective of literacy and its relationship with linguistic studies aiming at the construction of projects that stimulate student learning, in the second moment, we will approach the legal discourse that guides a multiple approach of the language and makes explicit reference to the literacy, in the third point we will present the project of the school newspaper carried out with the students followed by conclusions.

THE LITERACY PROJECT AND ITS ARTICULATION WITH THE SCHOOL REALITY

According to Hernández and Ventura (1998), the work projects are organized from a globalized conception in which the articulation between the diverse areas of knowledge and its contents is established by the need to solve emerging problems and that can be worked in a significant process learning, construction and reflection of knowledge.

A fundamental question for an individual to understand the world is to know how to access, analyze and interpret the information. The path that goes from information to knowledge can be realized through different ways, different strategies, being the most relevant to the individual’s awareness of his own process as an apprentice.

Tinoco (2008) adds that regardless of the conceptions about work with projects, there is a convergent point between such approaches that is in the recreation of school work due to the re-signification and recontextualization of these projects as a result of the demands of the different periods. If in life, the author adds, actions are aimed at various

ends, through motivations and varied social agents, in the pursuit of predefined objectives in the classroom, however, “the activities and tasks developed represent individual actions that, in general, have a beginning and an end in themselves” (TINOCO, 2008, p. 175). Thus, it is understood that work with projects in the school space should be an option of the teacher and those involved in the process to search for meaningful learning that has reflexes in the actions of the participants in the social world, surpassing an end in itself.

In this line, although the literacy projects dialogue, in their general principles, with Hernández’s project approach (1998) and the project development presented in the PCN (BRASIL, 1998), its specificity lies in the fact of having in the work with the language its central point. Literacy projects “focus on reading and writing from an anchorage that allows us to glimpse the social uses of writing in and out of school, as well as the sociopolitical role of the school sphere along with other social institutions” (TINOCO, 2008, p. 175). These projects present a conception of language that is closer to recent theories - language as a social product - and favor activities with different discursive genres in the various social spheres, as well as contributing to the students becoming effectively the authors of their discourses, playing a role of protagonists in the social relations permeated by writing and the relations of power emanating from it.

According to Kleiman (2000, p. 238), a literacy project can be defined as

a set of activities that originates from a real interest in the life of students and whose realization involves the use of writing, that is, the reading of texts that, in fact, circulate in society and the production of texts that will be read, in a collective work of students and teacher, each according to its capacity.

The author also argues that literacy projects should be the structuring axis of content, that is, of social practice for classroom activities, going through a re-signification of the teaching of the Portuguese language. According to this conception, Tinoco (2008) also corroborates the idea that literacy projects, as didactic models, focus on reading and writing as tools for social agency, guaranteeing the process of change, autonomy and emancipation to the exercise of citizenship.

In this sense, Possenti (1996) affirms that the objective of the school is to teach the standard language and to create conditions for its effective use; but not simply teach grammar. For him, one does not learn by exercises, but by meaningful practices, contextualized (POSSENTI, 1996, p. 47), so there is no reason to base mother-tongue teaching on grammar alone. The practical activities developed through the literacy project focused on the production of a school newspaper did this.

Understanding a literacy project as a didactic model involves considering the learning of writing to achieve ends related to social action and that is not only for the merely formal and metalinguistic learning of the language system. They underlie the work with literacy projects, as an organization of an educational process, principles different from those that govern the traditional model of education (TINOCO, 2008).

For educational institutions that still prioritize analytical activities and follow a traditional model of mother tongue teaching, working the genre as a structuring element of the curriculum can mean only a new object for metalinguistic activities, decontextualized and with an end in itself. In the proposal of work with literacy projects, however, the genres are considered instruments for sociopolitical action, as a means of agency (MARQUES, 2016). In this way, “the difference in the two approaches is equivalent to the difference between, on the one hand, knowing how to recognize the maps (knowledge of the genre) and, on the other, consulting the map to actually go to a place (social practice)” (KLEIMAN, 2006, p. 33).

Thus, literacy projects, by potentializing contextualized work with the genres, in activities that demand the applicability of these in real situations of use, make the teaching-learning process of reading and writing significant, since production and reading of these genres, have specific functions related to social practices within and/or outside the school itself.

In this sense, the distance between school practices and social practices of effective language use should be minimized. In this direction, literacy projects can be seen as an alternative to approach such practices, especially in the written mode.

According to Oliveira, Tinoco, and Santos (2014, p. 7), literacy projects, understood “as a tool that favors a contextualized and therefore meaningful learning”, increase the possibilities of teaching the written language, and the teacher becomes a literacy agent who seeks to understand what the functions of written language are for certain groups.

In this perspective, the role of the teacher - specifically of the mother tongue - and of the teaching-learning process of the Portuguese language are focused on the social and cultural practices of the students, the literacy projects stand out for prioritizing a pedagogical work that articulates social issues with the curricular contents, seeking to relate the knowledge with the local demands to the social agency.

Tinoco (2008) proposes an illustrative framework of aspects and principles in such projects when reflecting on the re-signification of the pedagogical practices through the work with literacy projects, emphasizing that this didactic model “presupposes the work with demands of writing and reading of the social world” (p. 217).

Brian Street (2014), when studying the school literacy model, identified the autonomous model and the ideological model of literacy. The autonomous literacy model for Street (2014), of an ethnocentric and hierarchical character, would focus only on the domain of code, of the technology of writing, in a supposedly neutral and objective, homogeneous way, separated from cultural relations. Autonomous literacy represents a unique model of literacy, exempt, singular, technical and centered on hegemonic relations.

This conception - often implicit in school actions - considers that there is only one form of literacy and that the student must adapt to this model. In this sense, it is necessary to understand that “the fact that a cultural form is dominant is, often, disguised behind public discourses of neutrality and technology in which dominant literacy is presented as

the only literacy” (STREET, 2006, p. 472). Therefore, by ignoring and disregarding the experiences that students bring from everyday life and the forms of language they actually use to act socially, the school has distanced more than welcomed the ones who reach it.

Oliveira (2010) agrees with Street and argues that the Portuguese language’s PCN, by their official nature, are homogeneous, prescriptive and generalizing. Thus, the document “constitutes an initiative of a broad national character that aims to offer theoretical principles and general guidelines for the teaching and learning of literate practices desired by certain groups that hold the disciplinary power” (p. 328).

To consider literacy as neutral, natural, singular, autonomous and visual is to disregard the complexity and diversity of social life engendered by the language, used in the most diverse forms, in the most varied types of social interaction. The school, when considering only the autonomous and dominant literacy, disregards this diversity and ignores that what is written and “what is read and how it is read are strongly determined by the place where we read” (OLIVEIRA, 2010, p. 330) and from where we write.

In opposition to this dominant view of literacy, “with capital L in the singular” (STREET, 2014, p. 18), representative of what must be taught and followed in many schools, like a symbolic violence (BOURDIEU, 2014), Street presents a literacy approach “as an ideological practice, involved in power relations and embedded in specific cultural meanings and practices” (STREET, 2014, p. 13), considering literacy practices in the plural.

To this end, Street (2014) argues that it is necessary to increase one’s own consideration of literacy and to focus on the multiplicity of literate practices and the social character of reading and writing, considering that, in addition to cultural meanings, such practices are imbued with ideologies and power relations, being “misleading to think of a single, compact thing called literacy.” (STREET, 2006, p. 466). This approach, based on New Studies on Literature, henceforth NLS, requires the assumption of multiple literacies “that vary according to time and space but also contested in the relations of power” (STREET, 2013, p. 3).

Thus, the ideological model of literacy legitimizes the multiplicity of literacies and their uses as social practices related to specific cultural contexts permeated by relations of power and ideology. NLS¹ understand that literacy varies across cultures, as does its effects. Its studies seek to portray the ways in which people relate and use reading and writing in the most different contexts and conditions.

Although linguistic diversity and heterogeneity, as well as its uses and functions, have long been acknowledged in the field of linguistics, and the “standard” is taken as just another variety - being admitted today a perspective of educated norms in the plural

¹ The New Literacy Studies (NLS) is an approach in which literacy is addressed more broadly and overcomes issues related to literacy as a process of acquisition of writing and also an approach in which the dichotomy between orality and writing is relativized.

(FARACO, 2008) - the predilection for the autonomous and dominant model of literacy still reigns in society and shows that:

It is about power and struggle for domination rather than a natural process of the emergence of the “best” as the standard. I would like to suggest that we also adopt the notion of dominant literacy in order to emphasize the extent to which the literacy that is treated as the standard is only one variety among many and that the question of how it became the standard is also a matter of power. This implies, therefore, that we refer to varieties of literacy as we are accustomed to speak of varieties of language. How dominant literacy marginalizes other varieties, affirms its own domination, and disguises its own class and culture base are issues that have rarely been raised in the field of literacy (STREET, 2006, p. 472).

For Possenti (1996), language is not a homogeneous and abstract product, it is always under construction, so all vary (not only Portuguese) and linguistic variety is the reflection of social variety. This variation can be due to external factors (geographical, class, age, sex, ethnicity, profession, etc.) and internal factors (phonic, syntactic, etc.), so choosing a methodology for teaching Portuguese that works with a conception single language is a mistake.

Gnerre (1991) has historically demonstrated that the standard variety is associated with the use of writing in power settings and the referential contents it conveys, factors that attribute to this variant legitimacy as represented by cultural tradition and national identity. Since this variety is related to the State and power, which should be neutral, there is the officially produced view that the standard variety is also neutral. However, apart from discrimination because of the lack of mastery of the standard variety, there is also the distinction of how people use language when they do not approach prestigious linguistic productions. Therefore, its use reflects the power and authority that its speakers have in social and economic relations.

In a historical perspective, according to Gnerre (1991), there is the association of a certain linguistic variety and the power of writing as political and cultural demands since the Medieval Ages. In the colonial expansion, Spain and Portugal used their languages to dominate and impose their cultures. In this sense, grammar² would represent the norm

² According to Antunes (2007), the term grammar can have several meanings, unlike a generality that takes it as unique. The author presents five definitions of grammar that coexist and that must be known by the mother language teacher, since the conception adopted has implications for the teaching process. In the context of this work, it is understood that, when using the term grammar, Gnerre (1991) refers to a set of rules that regulate the use of the cultured norm (Antunes, 2007). This conception is associated with a particularization of grammar because it represents only a variation of the language taken as prestige. In this approach, there is the concept of right and wrong as ways of regulating what should and should not be said and, underlying this perspective, there are historical, socioeconomic and ideological issues.

imposed on diversity, as a form of legitimation and manifestation of State power, representing the official language and, for that reason, is taught in a process of continuity and necessity without the reflection of its origin and what it truly represents.

In this way, it is necessary to understand the variety and complexity of literacies to question the superiority of a dominant view, and to understand that assuming the perspective of autonomous literacy is also in itself an ideological position since the acquisition, uses and meanings of the different literacies have an ideological character and imply/generate relations of power.

Street (2010) warns that these models can determine resources, curricula, influence pedagogical proposals and establish parameters to define who is and who is not literate, therefore, “powerful models because of the consequences they entail” (STREET, 2010, p. 37). It is necessary, according to Kleiman (2006), that the school seek pedagogical practices sensitive (ERICKSON, 1987) to students’ culture, from their social practices to bring the student closer to the school so that it becomes meaningful to the student.

For Bakhtin (2003), language is social and in all the various fields of human activity, types of relatively stable statements called discourse genres are produced. These statements reflect the conditions and specificities of a given field of communication and are constituted indissociably by the thematic content, style, and compositional structure. Therefore, in social relations, by the needs of interaction, the genres are configured to meet the demands of these given situations.

To conceive the language as interaction, in a socio-historical conception permeated by ideological questions, and to defend a perspective of ideological literacy in the school field allow a process of critical, cultural and sensitive teaching, providing school practices closer to an active and authorial action towards the questions and the hegemonic conditions, reproducers of the power structure.

BRAZILIAN EDUCATIONAL LEGISLATION AND LITERACY

With the use of the term literacy in current educational documents, such as the National Curricular Parameters (BRASIL, 1998) and the Basic Education Curriculum Guidelines (PARANÁ, 2008), there was the diffusion and assimilation of this term in pedagogical discourse. However, the mobilization of this concept and its applicability in pedagogical practices still seem very distant from its real meaning. Understanding this conception and the implications that arise from the assumption of the literacy perspective in school activities, especially those focused on mother tongue teaching and learning, is a necessity for the search for an education focused on the demands of contemporary society and its subjects.

Often, the Portuguese language teacher is too attached to nomenclature and grammar rules. For Antunes (2007), the language, besides a means of communication, is an exercise of the constitution of the human species; it involves culture, society, identity, ideologies

and should therefore not be simplified during the teaching process because it has more to do with meaning than with accuracy. For the author, language is not only grammar; it is not enough to study nomenclature, because the discourse is not constituted of grammatical rules, but of content, organization of ideas and coherence. Thus, it is necessary to inspire another school treatment for the grammatical facts, to realize that there are more elements than simply errors and correct grammar and its terminology in the language.

This conception on language began to guide the development of official teaching documents, such as the PCN (BRAZIL, 1998) and the DCE (PARANÁ, 2008), whose purpose is to subsidize and guide the curricular discussions and, as one of the main aspects of this orientation, to consider the social practices and the demands of the students as points to be observed in the elaboration of the pedagogical actions.

The text of the presentation of the National Curricular Parameters of Primary Education - Portuguese Language (BRASIL, 1998) highlights this new reality and warns that, with the increasing requirement of the use of writing and reading in modern societies and receiving an increasing and heterogeneous number of students in the public school, traditional methods and content have become anachronistic to reconcile and meet such demands. According to the PCN (1998, p. 21), “Being a competent user of writing is, increasingly, a condition for effective social participation”.

Differently from the guiding nature of PCN, which aim to refer to the curricular discussions, as well as to contribute to the elaboration and re-signification of didactic proposals, the National Curricular Guidelines for Basic Education (DCN), instituted in 2013 and based on the Law of Guidelines and Education Bases (LDB) nº 9.394 (BRASIL, 1996), are mandatory standards of school planning, curriculum development and that guarantee the minimum content to be taught. These guidelines state that Basic Education:

is a universal right and a necessary foundation for the capacity to exercise fully the right to citizenship. It is the time, space, and the context in which the subject learns to constitute and reconstitute his identity, in the midst of bodily, affective-emotional, socio-emotional, cognitive and sociocultural transformations, respecting and valuing differences. Freedom and plurality, therefore become requirements of the educational project (BRAZIL, 2013, p. 17).

Through such a challenge, Portuguese language teaching should provide students with the development and expansion of the mastery of language, especially in reading and writing, which are fundamental in the current context for the exercise of citizenship.

The PCN, within the topic of Special Educational Organizations, bring the project work as an orientation to the teacher. In the same direction as in literacy projects, the mentioned document says that the main characteristic of a project is that its objective be shared by all the members and expressed in a final product, “on the basis of which all work and will have, necessarily, destination, dissemination and social circulation internally in school or outside (BRASIL, 1998, p. 87).

The document also highlights that work with projects favors the flexibility of the time of school activities to reach the proposed goal and that they can allow the student to participate in the planning of activities, as well as contribute to the student's commitment to their learning process, becoming an active subject and engaged in tasks. The PCN also emphasize that the projects "offer real conditions for listening, reading and producing oral and written texts" (BRAZIL, 1998, p. 87), so that work with the language starts to be contextualized, giving meaning to the activities:

- Creating the need to read and analyze a wide variety of texts and media of the genre that will be produced: how to organize, what features have or which have the best quality. It is an activity of reflection on aspects specific to the genre that will be produced and its relations with the support; [...]
- Putting more emphasis on the need for work and care, because when there are de facto readers for the students' writing, readability becomes their goal as well, not just the teacher;

According to Hernández (1998), the work projects allow the school to approach the identity of the students and favor the construction of subjectivity; to review the organization of the curriculum by disciplines and the way of placing it in the time and in the school space; take into account social transformations and information production. The work projects assume an approach of teaching that tries to resituate the conception and the school practices to respond to the social changes. They are a means by which one can rethink and redo the school, trying to reorganize the management of space, time, the relationship between teachers and students to redefine the discourse about scholastic knowledge, considering the current context. In fact, for the educator, it is the differences of context that distinguish practices and formulations from current projects from those that have been proposed in other times.

THE SCHOOL NEWSPAPER UNDER CONSTRUCTION

Freinet (1974), considered a forerunner of the work with the school newspaper, believes that it is essential to start from the students' experiences and interests, as well as to consider the social and cultural reality of the students for the development of writing activities. According to the author, this form of work provides for the production of authentic texts, in which students actually become authors of their productions: "A school newspaper is not, cannot be, should not be at the service of a scholastic pedagogy that would reduce reach. It must be, as it were, in the measure of an education that, through life, prepares for life" (FREINET, 1974, p. 78).

In discussing the pedagogical advantages of using Freinet's school newspaper, the author turns to a more important question: the child having a real correspondent at the time of writing. The non-artificiality of the productions makes the child motivated to write because she knows that her text will not only be corrected but read, going beyond the walls

of the school and merely school function, as advocated in literacy projects. In this respect, Freinet still emphasizes that the school, in this way, acquires “a sense, an objective and a meaning” (1974, p. 86).

Based on the Freinet guidelines and the need to use student and school community issues to develop curriculum content, especially in the mother tongue, we also decided to create a school newspaper with the class as a literacy project.

The implementation of the school newspaper project was planned as an activity of the third bimester of the 2017 school year of the participating class. As the textbook of the 9th year adopted in the school brings numerous genres of the journalistic sphere, these were reorganized in such a way that those contents were concentrated during that period. For this organization, it was considered the need to work with the contents provided for this series, as well as the creation of more favorable conditions for the use of the textbook. In this context, this material came to support the work of the teacher for a purpose greater than the mere resolution of the exercises or the completion of planned units.

In order to start activities and develop assertive work, we apply in the class a research on students' literacy practices in relation to reading newspapers and sources of information. This questionnaire was formed with 20 multiple choice and open questions and aimed to understand how students sought information and which forms of media were most used by them. In addition, to analyze the frequency of the use of these media and the perception of reliability by the students of the news divulged by these media. Finally, to verify if the students were able to establish some relationship between the contents studied in the Portuguese language subject, more specifically on the discursive genres of the press that are very recurrent in the basic teaching materials, with the social demands of reading and writing due to the purpose of the literacy project to develop the college's school newspaper.

After a little understanding of the students' relationship with the media, the work was developed in order to equip students with the newspaper and its characteristics. With copies of local, state and national circulation newspapers, obtained as a donation, the students sought the regularities of a newspaper and began discussions about extension, layout, editorial line and other topics aimed at the elaboration of the school newspaper. There were also moments for the comparison of news items, as well as the analysis of headlines and images used in the first page so that the concept of an editorial line could be discussed.

The activities with authentic texts made the work more real and close to social practices. Although the textbook of the project application class is composed of several genres of the journalistic sphere, such as news, reports, opinion articles, etc., the displacement of the text from its context of production and circulation makes the learning process more artificial. In the textbook, it is also not possible to understand what a newspaper is but only part of it.

Thus, at the beginning of the project, reading and writing permeated activities in the classroom and were foundations for the development of the project: reading, observing, analyzing, collating, annotating, and synthesizing the characteristics of the newspaper for the construction of a model.

Another issue addressed at that time was the one of which line and function the newspaper produced by the students would have within the school context. Thus, with the class, there was the reflection and the conclusion that the newspaper would serve to bring relevant information about the school and the school community, helping in the dissemination of projects, activities and actions that take place in this space, as well as a possibility to give voice to students in relation to certain subjects that have direct implications in school life, such as wearing a uniform, bullying in school, subject matters later published in the newspaper.

The students, still in this phase, watched the documentary *The News Market*³ by Jorge Furtado, to understand how the market and the capital are linked to the production and placement of stories, as well as discussing the role of press today in society and formation of public opinion.

For the development of this activity, there was the reading of a news mentioned in the video so that the students understood the criticisms placed to the lack of veracity in what is often produced by the media.

In addition to this preparation for the film, students read reviews to understand the organization of the documentary since it is a genre with which they have little contact. There was also a partnership with the class geography teacher to contribute to the discussions covered in the video, such as the function and functioning of journalism, the manipulation of facts etc.

After the discussions about the production of Jorge Furtado, the students wrote a short comment about the work. The activity with the documentary allowed the students the contact with several genres: news, review, debate, the documentary itself. All these served as support for the first text produced for the newspaper: a commentary on the film. Among these texts, one was selected to be published in the newspaper, since the documentary is not widespread in schools and could be worked at other times by other disciplines. In addition, it serves the purpose of forming critical readers and viewers.

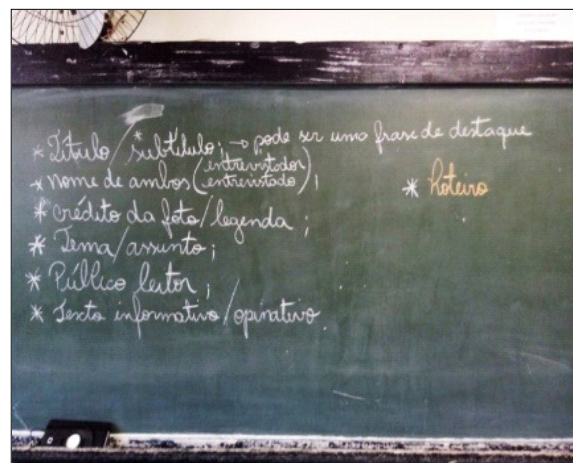
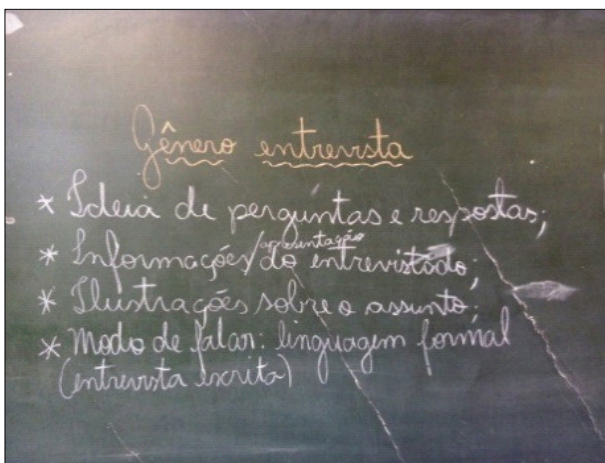
As the project progressed, it was also necessary to bring the students closer to the actual production context of a newspaper. For this, a journalist was invited to talk about the profession and help in understanding issues pertinent to journalism, as well as giving the student the opportunity to know a profession with which he had little contact.

To make the activity more dynamic and for students to participate actively, the decision was made to transform the journalist's visit into an interview that would be conducted and organized by the students themselves. Thus, the students researched, read, attended interviews and, in teams, elaborated and wrote, and "practiced" the orality for the moment of the conversation.

³ The mentioned documentary is available at <<http://www.omercadodenoticias.com.br/>>. The site also presents information on how the work produced, as well as reports of journalists, curiosities, awards of the documentary and other information that may teacher elaborating their classes.

For Marcuschi (2007) one does not treat the relations between orality and literacy in a sealed and dichotomous way, he proposes that these relations be seen within a broader framework within the context of communicative practices and textual genres. He assumes that they are the uses that base the language and not the opposite, so it does not make sense to speak the language outside its context, for him, knowing how to use the language properly is not to decorate a series of rules of grammar but to be able to adapt the language to produce an intended effect in a given circumstance. The situation created (interview) allowed orality to be integrated into the literacy project.

For Bakhtin (2003) to learn to speak is to learn to structure statements, for we speak by statements and not by sentences or isolated words. The genres of discourse organize our speech in the same way that grammatical forms organize it, we learn to shape our speech to the forms of the genre that we will use. It is necessary to know how to select the genre to organize a speech, which implies knowing its characteristics, assessing its adequacy to the objectives and the context in which it will circulate, so the interview was previously planned.



Source: Data generation - Researcher/Teacher, 2017.

Figure 1 – Notes on the board about the regularities of the interview genre

The interview was recorded and each team, as a task, was responsible for transcribing a part. This information, in addition to helping students better understand journalism itself, would also be used to produce another piece of the journal.

“A função do bom jornalismo hoje é efetivamente investigar e informar”

No mês de agosto, alunos do 9º A do colégio Albino Feijó Sanches receberam o professor e jornalista Emerson Dias para um bate-papo sobre jornalismo. O encontro aconteceu na própria escola e a conversa rendeu uma boa entrevista. Emerson Dias é de Ibaiti, Norte Pioneiro do Paraná, e veio para Londrina com 17 anos para estudar. Ele já trabalhou na Folha de Londrina, na TV Globo e no UOL Notícias. Hoje, aos 45 anos, é professor de jornalismo da UEL e é atualmente o responsável pelo blog Baixo Clero.

Folha Albino: Quando você se interessou pelo jornalismo?

Emerson Dias: Eu me interessei pelo jornalismo quando eu era criança, lá pelos anos 80. Meu pai assinava revistas e eu lia com bastante vontade. E aí começou a surgir o interesse de ler e assistir aos noticiários. Como naquela época não tinha internet, as pessoas precisavam ir até as lojas de discos para comprar um disco, uma fita cassete ou comprar um jornal. Também pedíamos para os amigos trazerem lá de Curitiba e de Londrina. A gente lia muito material assinado ou emprestado. Houve um tempo que fui office boy do Banco do Brasil para poder ajudar em casa e aí aproveitava para pegar emprestado revistas dos funcionários para ler nos finais de semanas. Com 17 anos, pedi demissão de uma empresa e vim para Londrina estudar jornalismo.

Folha Albino: Se pedissemos para você apresentar o jornalismo, o que diria?

Emerson Dias: Olha, a melhor frase do jornalismo é a que todo mundo usa: “um cachorro morder um homem não é notícia, mas



um homem morder um cachorro é notícia”. No século 19, o jornalismo nasceu pela excentricidade do exótico, aquilo que é diferente é interessante. Agora eu acho muito importante a gente pensar no jornalismo hoje efetivamente como investigação. Mas não é para denunciar, não é para provocar prisão, não é um ato de denúncia nem de vingança, o jornalismo tem o objetivo de informar, e você só consegue informar investigando. Quando você vê uma notícia de 120 caracteres no facebook é difícil pensar em jornalismo. Isso é notícia e notícia não é reportagem. Notícia é informar o que aconteceu, jornalismo é investigar o fato, como aconteceu, o porquê, que horas, quem viu, os nomes das pessoas que viram, os nomes dos envolvidos e, se for o caso, entrevistar todas essas pessoas, falar com fontes. A diferença entre noticiário e produção jornalística é essa: noticiar um fato qualquer um faz, mas investigar é o jornalista que faz.

Folha Albino: Qual o papel do jornalismo hoje na sociedade?

Emerson Dias: Jornalismo é informar e a gente está

informando muito mal, mas continua sendo a nossa função. Ele nunca foi tão importante quanto agora porque as pessoas preferem saber de notícias e não saber de informações jornalísticas. Muitas pessoas ficam sabendo muita coisa, replicam pelas redes sociais, começam trocar pelo whatsapp e se esquecem de verificar de onde surgiram tais notícias. As fake news - notícias falsas - se replicam muito mais pelas redes sociais do que efetivamente nas mídias tradicionais. Difícilmente você vai ver um fake news num jornal impresso. Assim, acho que a função do bom

jornalismo hoje é efetivamente investigar e informar.

Folha Albino: Qual é o assunto sobre o qual o senhor mais gosta de escrever? Por quê?

Emerson Dias: Curiosamente o que eu mais gosto de me informar é sobre cultura, mas o que mais gosto de escrever é sobre cidade, os bairros. Quando eu trabalhava no Jornal, eu gostava de matérias de bairro, sempre gostei. Já escrevi muita matéria cultural quando viajava, mas eu não gosto de escrever no dia-a-dia. Me interessa como andam e como gram os bairros.

Folha Albino: Como um jornalista faz para conseguir informações tão rápidas?

Emerson Dias: Saber as notícias de forma rápida, a gente até consegue, mas um bom jornalista tem que levantar as informações sobre elas e isso é difícil. Dependendo da maneira a gente acelera ou deixa em banho-maria. Também há a questão das fontes que vamos adquirindo ao longo dos anos. Um bom jornalista não consegue fazer as apunções de maneira automática. É preciso de testemunhas e documentos necessários para aí sim produzir o material.

Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 2 – Interview as integrating part of the newspaper

Since the students sent the transcripts by email, it was possible to project some excerpts in the datashow and to rewrite them collectively. This process of retextualization served to show students how they would do it, as it also helped in identifying some characteristics of the oral modality of the language and at work with questions related to punctuation, for example.

The work with the genre associates text production with its social function, in this project of literacy, writing became a social practice, so the recipient, the means of circulation of the texts and why they are being written were important aspects. It is necessary to create in the student the habit of planning, writing, revising and rewriting their texts, the student will realize that the reformulation of writing is not cause for embarrassment (MARCUSCHI, 2007).

At that moment, the work began on the guidelines that, in the journalistic language, relate to the subjects that guide the elaboration of a subject addressed in the edition of a newspaper. The purpose of the work with the elaboration of guidelines is to enable the student to take a more critical look at the school and its surroundings, as well as to develop in students the perception of specific issues and of relevance to the school community.

For the production of the guidelines, the students also watched online videos about the definition of journalism and the elaboration of guidelines produced by a journalism school agency. In addition, they researched their definition as a task and brought to the class examples of journalistic guidelines.

Besides the issues related to the domain of the concept of guideline and its identification as genre, the students participated in an interdisciplinary extra class activity. With a map of the neighborhood developed by the geography teacher, the students, with notebooks and cell phones, walked around the school to identify possible issues to develop materials for the newspaper.

The map helped in locating and the students were marking on points that were related to fear or sense of well-being. During the activity, it was also possible to talk about the reason for such feelings, observing the elements that made up the analyzed space. Two concepts were worked out before and during this activity: topophobia and topophilia.

After the walk around the school district, students began to select guidelines for the development of the news. First, individually, each student thought about possible questions for the elaboration of the subjects related to the school and the community. Then there was the compilation in the teams.

The next moment, the teacher organized with the students the questions that would serve as guidelines for the newspaper. As the production of the stories would take place in the following weeks, there was a tendency of the guidelines not to deal only with specific facts, but with observable phenomena at school and in the community.

For the closing of the guidelines, there was also the discussion as to whether or not some themes would be pertinent to be dealt with in the newspaper.

Another important issue to raise in relation to the construction of the guidelines is the need for students to better research and understand the organization and development of the school and the school environment. The awareness of this functioning makes them subjects more critical and more conducive to citizen action.

The news genre can be considered the main genre worked for the elaboration of this school newspaper. However, the definition by this genre was not related to a curricular idea or because such a genre is part of the contents selected to be developed in the last year of elementary school. The choice for the news was tied to the function the newspaper would occupy within the school space. Since the editorial line defined with the students was related to the idea of divulging and informing the school community of the actions that take place in the school, the news genre is the one that most serves this objective, besides, of course, being one of the central genres of a newspaper.

For the development of the work and teaching sequence of the news genre, news stories were published in the media about the school itself and about the students. The purpose of this activity was to search for themes that were related to the universe of the students and that also were configured as authentic texts for the activity to approach the maximum possible of the real practices of the use of writing and reading. Instead of

seeking any kind of news, on any subject, in an artificial way and unrelated to the reality of the school community, in some activities with the genre, local news were selected.

In the news selected for the classroom and with several newspapers, there was the work of locating what, in the journalistic language, is called an inverted pyramid. With a picture of this pyramid - structure of the news genre - students have located and understood such a structure which is usually formed by: title, subtitle and intertitle, if any; pyramid in reverse (deals with: What? Who? Where? When?) and body or development (How? Why?).

After some questions about this genre were worked out, such as structure and organization, including activities available in the class textbook itself and news interpretation activities for fact and version distinction, collating between news items, each team selected from the table of guidelines a subject to be developed as journalistic material.

To facilitate the process of news production, each team also produced a journalistic journal regarding the selected issue. The production of this agenda, in addition to providing the student with a more real experience of the profession and another moment of textual production that goes beyond the idea of only being corrected by the teacher, enabled the writing of the news in an organized and thoughtful way. With the notion of the elements that they need to search and research, with the knowledge of the structure of this genre and with a real motive for its production, there was little difficulty in producing the materials.

COMUNIDADE	ESCOLA
<ul style="list-style-type: none"> • Posto de saúde foi reformado e não é aberto há meses • Ruas cheias de buracos causam muitos acidentes • Lixo gigante destrói as calçadas • Lixo de pessoas na comunidade • Posto de saúde fecha atividades 	<ul style="list-style-type: none"> • Roubo na frente do colégio por falta de segurança • Projeto ecológico como SELEM. • A atuação do APMF na escola • Professores que ajudam alunos no reforço

Source: Data generation - Researcher/Teacher, 2017.

Figure 3 – Example of guidelines raising done by the students.

The materials were being produced in the computer, in pairs or trios, in this exchange, many problems referring to the use of the rules of the cultured norm were perceived and corrected by the own team. For Antunes (2007), it is necessary to focus on the use of the language and the effects obtained from the use of a given resource. The work of linguistic reflection to be carried out with these students should turn to the observation and analysis of the language in use, which includes morphology, syntax, semantics and stylistics; linguistic varieties; the relations and differences between oral and written language, aiming at the construction of knowledge about the linguistic system.

Assuming that the text is the only way to use the language: “Grammar is constitutive of the text, and the text is constitutive of the activity of language. [...] Everything that should interest us in the study of language culminates in the exploration of textual and discursive activities” (ANTUNES, 2007, p. 130)

Maintaining the work with the cultured norm, it was emphasized that the fact that it is the favored norm does not mean that it is the only one that deserves to be validated as a legitimate representative of the language. All linguistic variations are legitimate, it is necessary to adapt the uses to the conditions of the situation. Thus, the teacher’s work was to stimulate the reflection on the use of the appropriate linguistic variant for that genre and in the extension of the subject, with suggestions on the development of the argumentation and the progression of the text. The result was quite satisfactory:

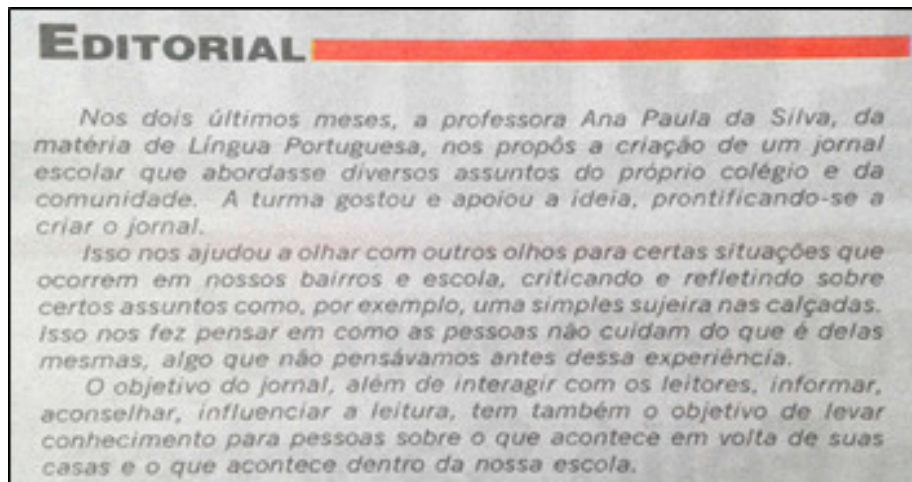


Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 4 – One of the news produced for the school newspaper.

At the time of writing the newspaper, the activities were very diverse and the students had contact with many texts for the production: recognition and reading of several genres, search for their regularities, selection of the genre that best applied to the objectives of the newspaper and its editorial. Also, the work with orality was frequent and constant, not only because the students actually interviewed, but also because producing in a team requires negotiation, positioning and argumentation for a decision to be made, both in writing and in the time to define which guideline to select, which image, who to interview, which information to include and which to discard.

For example, a team was selected to be the voice of the class and to represent the position of the students. After researching the editorial genre and reading some examples in the newspapers taken to the classroom, including local newspapers because they are smaller and could give a closer idea of what the students needed, the team decided to do the editorial about the process preparation of the newspaper and the purpose of this vehicle in school.



Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 5 – Editorial produced for school newspaper

In the process of preparing the stories for the newspaper, there was a case of bullying in the project application class. Both aggressor and victim were 9th grade students. To help solving this problem, there was the teacher's suggestion that students write an opinion piece to be published in the newspaper.

This genre had already been worked during the school year and was also present in the textbook, being part of the contents of this series. For the development of this activity, we worked on an informative text from an education magazine. This text included important information, such as the definition of bullying, who is the aggressor, the damages caused by this action, etc.



Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 6 – Opinion article produced by a student for the Folha Albino newspaper

After this process, each student produced his own article to be published in the newspaper, expressing his opinion on the topic addressed and the best text was selected for publication.

There was also the production of a poll. The production of the poll was suggested by some students who would like to express their opinion on matters related to the school. Thus, the students decided that they would make the poll about the compulsory use of black pants as a uniform.

About the poll, two students took the work of elaboration and applied a question about the use of the black pants for some classes. The students interviewed would need to respond if they agreed with the black pants, if they disagreed or if they had no opinion on the subject.

It is worth mentioning that the initial idea for the production of the poll was directed by the students to a critique of the compulsory use of black pants and uniform in general. For them, there was an authoritarian and intolerant posture of the school, since there were sanctions for students who disobeyed such a rule. As the newspaper's function should be to inform, seeking impartiality, the students needed to interview the direction of the college. In the interview, they understood that the school organized a meeting at the beginning of the school year and the participants agreed to use the black color.



Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 7 – Poll produced for publication in the school newspaper

This information made the students understand the importance of the participation of those responsible in school meetings, as well as informing the other readers of the newspaper how the definition of the uniform had been made.

FOLHA ALBINO

Jornal dos Alunos do 9º A do Colégio Albino Feijó Sanches – Parque das Indústrias – Londrina - PR | Agosto/Setembro - 2017 - 1ª Edição

PROJETO DE JORNALISMO

Alunos do 9ºA desenvolvem jornal escolar do Colégio Albino Feijó Sanches

Biblioteca pouco frequentada na zona sul

A Prefeitura de Londrina, por meio da Secretaria Municipal de Cultura, inaugurou em setembro de 2015 a Biblioteca da Região Sul, na Avenida Guilherme de Almeida, ao lado da Praça da Juventude. Porém, hoje há poucos frequentadores.

A finalidade da biblioteca era ser ocupada pelos cidadãos da região, sendo a principal ideia que a população fosse até ela, tendo assim uma série de serviços como uma unidade do Centro Regional de Assistência Social (CRAS) e um posto de atendimento da Secretaria Municipal da Fazenda, onde a população pode resolver pendências referentes ao pagamento do IPTU e recolhimento do INSS, além da leitura e empréstimos de livros.

A obra custou R\$ 760 mil e foi financiada pela Econômica Federal com recursos do Ministério do Turismo. A biblioteca foi construída por iniciativa da comunidade que encaminhou propostas nas conferências municipais. Ela tem espaço



Biblioteca construída por iniciativa da comunidade tem poucos frequentadores

Horários de funcionamento	
Dias da sem.	Horários
Domingo	Fechado
Segunda-feira	08:00 às 17:00
Terça-feira	08:00 às 17:00
Quarta-feira	08:00 às 17:00
Quinta-feira	08:00 às 17:00
Sexta-feira	08:00 às 17:00
Sábado	Fechado

de 500 metros quadrados e um acervo de quatro mil exemplares.

A maioria dos frequentadores geralmente são crianças, por meio de passeios escolares.

Edmilson, Stefane, Samuel, Theory, Murilo

Os alunos do 9ºA do Colégio Albino Feijó Sanches e a professora Ana Paula, de Língua Portuguesa, no mês de agosto e setembro, desenvolveram um projeto para a elaboração do jornal da escola. Um dos objetivos é criar um jornal que fale sobre os interesses da comunidade e do colégio.

Os alunos foram divididos em equipe e cada uma ficou responsável por produzir matérias para o jornal, depois de algumas aulas de preparação, sobre como produzir gêneros jornalísticos.

Além do objetivo de fazer um jornal informativo sobre a comunidade e o colégio, outro objetivo do projeto é fazer com que os alunos entendam melhor sobre a mídia impressa e desconfiem mais das notícias, aprendendo a



Alunos preparando o jornal escolar

analisá-las melhor, além de formar a opinião cidadã dos estudantes. "Eu acho que o fato de fazermos jornalismo faz com que criemos uma opinião e também

faz com que respeitemos o trabalho dos jornalistas", afirmou a estudante e participante do projeto Thais Eloisa da Silva.

Gabriela B. Melissa, Samuel, Kauane, Gustavo

PROJETO FUTSAL

Projeto Futsal de base aberto à comunidade londrinense funciona no Colégio Albino Feijó

O projeto de futsal teve início em 2014 com a necessidade da busca pelo esporte, que sempre foi um ponto forte do colégio. Iniciou-se com a categoria sub 17 nos jogos escolares e depois se estendeu com as categorias menores, projeto este que funciona até hoje.

Todos os alunos participam de jogos dos campeonatos aos finais de semana. Pelo grande número de alunos no projeto, é feito um revezamento dos alunos para que todos possam participar dos campeonatos e dos treinos.

Cada esportista contribui com uma taxa mensal de R\$40,00 para ajudar na compra dos materiais



Final da Londrina Champions League, 2017

necessários (bolas, coletes, manutenção do ambiente etc.). Os treinos são realizados em dois dias da semana: segunda-feira e quarta-feira, no período noturno, pelo técnico Anderson Cordeiro que avalia os atletas para levá-los para os

jogos disputados nas competições. Para o jogador Renan dos Santos Mattos, "os treinos são importantes porque dão oportunidade para que todos os atletas possam participar de campeonatos".

As aulas de futsal são abertas a toda comunidade que tenha interesse no esporte. O colégio apenas cede o espaço para que sejam realizados os treinamentos.

RENAN DOS SANTOS, MATHEUS FELIPE, KAUAN HENRIQUE, BRUNO COUTO e LUCAS VIEIRA

CHAMADAS

Nova vaga para cadeirante na frente do Colégio. Pág 3

Posto na Zona Sul demora para ser reinaugurado. Pág 2

Governo Federal oferece Médio Tec. Pág. 2

Projeto Futsal no Colégio Albino. Pág 4

Source: Folha Albino, Londrina-PR, Aug./Sept. 2017.

Figure 8 – Image of the finished newspaper

The first issue of the newspaper was published with: news, editorial, cartoon, poll, interview, movie and book review, opinion piece, headline, advertisement, calls and expedient. In all, a thousand copies were printed and the newspaper was distributed to students and the school community.

CONCLUSION

The journal's work, due to its practical nature and its social function, proved to be a viable and privileged pedagogical resource for working with the Portuguese language, mainly in the written mode, and also as a resource capable of mobilizing a series of questions related to life of students and issues of their communities, arousing the interest of these young people in writing as a form of social participation and authorship. The experience of developing a newspaper aimed at informing readers about the school and the school community contributed to the critical and citizenship formation of these young people, since they were able to experience the use of writing with a social function legitimized by the print media, becoming protagonists of the teaching-learning process, since the writing developed by them had real use in the school space..

In this aspect, it is also important to highlight that the experience with the work of the newspaper as a literacy project has broadened in students and in the teacher the notion of the teaching-learning process. When considering the promotion of the social function of writing articulated with the development of questions of school literacy, such as the learning of linguistic aspects about the mother tongue, as well as the reflection of important aspects such as questions of power and ideology present in language, learning became meaningful because applicable in social life. This re-signification gives a greater sense to the teaching practice, as well as enables a relevant learning to the student.

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