

# Ordering and sequencing questions: teaching reading in the Elementary School – Initial Years<sup>1</sup>

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## ABSTRACT

This article aims to present the contributions of the methodology for ordering and sequencing reading questions based on Solé (1998), Menegassi (2010), and Fuza and Menegassi (2017; 2018; 2022). The proposal was applied to students in the 4th year of elementary school, aged between 9 and 11, in a municipal school in Paraná. To implement it, we prepared an activity booklet with questions to be applied before, during, and after reading. The supporting text used was the fairy tale "Cinderella" (Belinky, 2015). The results showed that teaching reading, when carried out in a structured way, contributes significantly to developing students' comprehension, inferencing, and textual interpretation. The methodology proved to be effective in expanding reading skills, highlighting the importance of planned teaching in the process of reader training.

**KEYWORDS:** Reading questions; Elementary school; Reading skills.

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*Sequenciação e ordenação de perguntas: o ensino de leitura no Ensino Fundamental – Anos Iniciais*

**RESUMO**

O presente artigo tem como objetivo apresentar, a partir de um recorte de dissertação de mestrado, as contribuições da metodologia de ordenação e sequenciação de perguntas de leitura, fundamentada em Solé (1998), Menegassi (2010); Fuza e Menegassi (2017; 2018; 2022). A proposta foi aplicada com alunos do 4º ano do Ensino Fundamental, com idades entre 9 e 11 anos, em uma escola da rede municipal do estado do Paraná. Para sua implementação, elaboramos um caderno de atividades com perguntas formuladas para serem aplicadas antes, durante e após a leitura. O texto de apoio utilizado foi o conto “A Gata Borracheira” (Belinky, 2015). Os resultados revelaram que o ensino da leitura, quando realizado de forma estruturada, contribui significativamente para o desenvolvimento da compreensão, inferência e interpretação textual dos alunos. A metodologia mostrou-se eficaz na ampliação das habilidades leitoras, destacando a importância de um ensino planejado no processo de formação do leitor.

**PALAVRAS-CHAVE:** Perguntas de leitura; Ensino Fundamental; Habilidades leitoras.

*Ordenación y secuenciación de preguntas: enseñanza de la lectura en la Escuela Primaria – Años iniciales*

**RESUMEN**

El presente artículo tiene como objetivo presentar, a partir de un recorte de una disertación de maestría, las contribuciones de la metodología de ordenación y secuenciación de preguntas de lectura, fundamentada en Solé (1998), Menegassi (2010) y Fuza y Menegassi (2017; 2018; 2022). La propuesta fue aplicada con estudiantes del 4º año de la escuela Primaria, con edades entre 9 y 11 años, en una escuela de la red municipal del Estado de Paraná. Para su implementación, elaboramos un cuaderno de actividades con preguntas formuladas para ser aplicadas antes, durante y después de la lectura. El texto de apoyo utilizado fue el cuento *La Cenicienta* (Belinky, 2015). Los resultados revelaron que la enseñanza de la lectura, cuando se realiza de manera estructurada, contribuye

significativamente al desarrollo de la comprensión, la inferencia y la interpretación textual de los estudiantes. La metodología se mostró eficaz en la ampliación de las habilidades lectoras, destacando la importancia de una enseñanza planificada en el proceso de formación del lector.

**PALABRAS CLAVE:** Preguntas de lectura; Educación Infantil; Habilidades lectoras.

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## Introduction

Reading is a fundamental skill for the personal, social, intellectual, and cultural development of individuals. However, despite its recognized importance, many students still face difficulties in both reading practice and comprehension. This problem is evidenced by the results of international assessments, such as the Program for International Student Assessment (PISA), which, in 2022, ranked Brazil 53rd in reading among 81 countries assessed. This scenario is reinforced by data from the 2021 PIRLS (Progress in International Reading Literacy Study) survey, which ranked Brazil 39th among 43 countries in a test focused on the reading skills of elementary school students aged 9 to 10.

Given these results and considering the profile of the class, composed of students who demonstrate difficulties in reading and textual interpretation, there was a need to conduct a broader investigation on the topic. Based on this research, we have designed this study with the aim of presenting, in detail, the process of developing reading skills in an elementary school class.

Reading goes beyond the simple decoding of words—it is an interactive process of constructing meaning, as highlighted by Colomer and Camps (2002), Leffa (1996), and Solé (1998). To develop critical and autonomous readers, it is important to expose them to different types of texts and use strategies that consider the reader's cultural and social context.

Documents such as the Paraná Curriculum Framework (2018) and the National Curriculum Framework (2018) reinforce the importance of reading in

everyday school life. Authors such as Bakhtin (1981) also point to reading as a social and dialogical phenomenon, influenced by historical and ideological factors.

In view of the challenges faced in Brazil, such as the PISA 2022 data and other international surveys that point to reading difficulties among elementary school students, we created an activity book for 4th grade students, based on the fairy tale “Cinderella” (Belinky, 2015). The methodology used followed the studies by Solé (1998), Menegassi (2010), and Fuza and Menegassi (2017, 2018, 2022), organizing questions in sequence to develop reading comprehension and critical thinking.

The research, which took a qualitative approach and was inspired by action research, was conducted in a municipal school in Paraná, as part of a master's thesis. The objective was to deepen understanding of the text through sequenced questions that stimulated reflection, argumentation, and interpretation. To this end, we drew on theorists who deal with fairy tales and others who deal with teaching reading in an orderly and sequential manner. Among them, Fuza and Menegassi (2022) stand out, whose contributions will be explored below, alongside those of other authors representative of this strand.

### **Fairy tales and teaching methodology for reading development**

Fairy tales, a concise narrative genre of literature, unfold in a universe where magic and archetypes intertwine, shaping characters and events that transcend everyday reality (Oliveira, 2010). They are characterized by fantastic elements, such as fairies, witches, talking animals, and enchanted objects, as well as the presence of stereotypical characters: the protagonist usually represents goodness and beauty, while the antagonist symbolizes evil and ugliness. The narrative structure, with a well-defined beginning, middle, and end, combined with simple and accessible language, allows readers—especially children—to immerse themselves in universal themes such as love, envy, courage, and overcoming adversity, experiencing a range of emotions in a safe way (Duarte, 2015).

Fairy tales are ancient literary forms that, in addition to entertaining, convey values and aspects of social reality to children. These tales contribute to children's cognitive development, stimulating creativity, vocabulary, and body language. Initially aimed at adult audiences, as in the work of Charles Perrault in the 17th century, fairy tales gained popularity among young readers throughout the 18th and 19th centuries, notably with the Brothers Grimm and other authors such as Hans Christian Andersen and Lewis Carroll.

Over time, fairy tales have evolved from the traditional model, with structured plots, explicit morals, and stereotypical characters, to modern and contemporary versions that are closer to today's reality and feature new approaches. Despite these changes, the structure of the tale remains the same, as Gotlib (1998) points out. The main difference lies in the narrative technique, which accompanies social and cultural transformations over time.

Thus, fairy tales, from the interactionist perspective of reading and the studies of the Bakhtin Circle (2003), are seen as historically constructed textual genres, which are formed in the social spheres of language use. Based on Bakhtin (2003) and Faraco (2009), it is understood that the statements in fairy tales are organized according to three essential elements: thematic content, compositional construction, and style, which are shaped by the specific conditions of production and communicative interaction. Therefore, reading these texts goes beyond simple decoding, involving the construction of meaning through the active relationship between reader and text.

Within this genre, fairy tales address universal themes such as good and evil, morality, overcoming adversity, and personal transformation, which remain relevant and meaningful over time. Such narratives not only entertain but also educate, transmitting values and moral teachings.

As a result, reading questions, which are fundamental for the construction of textual comprehension, are methodologically organized

through ordering and sequencing into three distinct groups: before reading or pre-textual, during reading, and after reading (Menegassi, 2010; Fuza and Menegassi, 2017, 2022). Pre-textual questions explore the reader's prior knowledge of the topic, preparing them for immersion in the narrative (Solé, 1998); questions asked during reading deepen understanding of the text, addressing textual, inferential, and interpretative aspects (Menegassi, 2010; Fuza; Menegassi, 2017, 2022); finally, post-reading questions stimulate reflection and the production of new texts, consolidating learning and promoting individual expression (Menegassi, 2010; Fuza; Menegassi, 2017, 2022).

### **The application of the methodology in elementary school and the analyses**

The application of the methodology began with the fairy tale “Cinderella” (2015), using an activity book with reading questions. In constructing the questions, we chose to offer three pre-textual questions (before reading) and fifteen during reading, distributed as follows: ten textual questions, three inferential questions, and two interpretative questions. After reading, a final question was proposed— “What is the text about?”—adapted based on the characteristics of the class, considering their reading and writing difficulties.

For this excerpt, we chose to select only inferential and interpretative questions, as they involve making inferences, activating prior knowledge, and interpreting the text as a whole (Menegassi, 2010; Fuza; Menegassi, 2017, 2022). Thus, the questions asked during reading contributed to the understanding of the narrative and the identification of the central theme, envy, demonstrating the effectiveness of the methodology in constructing meaning.

Hence, inferential questions require the reader to go beyond the surface of the text, constructing meanings that are not explicitly stated but can be deduced from the context or implicit clues. According to

Bakhtin (2003), inferences are deeply related to the process of dialogue between reader and text, in which the reader fills in gaps by considering both the context and their prior knowledge.

These questions challenge students to interpret what is suggested in the text, such as the motivations of the characters or the consequences of certain events. In the case of Cinderella (2015), questions such as “Why does the stepmother treat Cinderella cruelly?” or “What does the prince's attitude reveal about his character?” are examples of inferential questions. When students demonstrate, for instance, that they understand envy as the stepmother's motivation, or that the prince values Cinderella's kindness, they show an understanding that goes beyond the literal level.

Interpretative questions, in turn, as argued by Fuza and Menegassi (2022), require a deeper analysis, asking students to critically reflect on the broader meanings of the text. These questions invite them to think about the themes, messages, and social or philosophical implications of the work. An interpretative question about Cinderella could be: “What is the main message of the story? Justify your answer” or “How does the historical and social context of Perrault's time influence the narrative? Explain.” This type of question requires students to go beyond the text and reflect on the underlying ideas, implicit social critiques, or possible moral lessons, elaborating more subjective and contextualized answers.

The analysis of these categories of questions and students' answers is directly related to the concept of literary literacy, as discussed by Cosson (2014) and Kleiman (1997). Literary literacy is not limited to decoding words, but presupposes critical, reflective, and active engagement with the text. Therefore, textual, inferential, and interpretative questions are fundamental not only for assessing the student's level of comprehension but also for developing their critical and reflective reading skills.

Below are the inferential questions used in the activity book, accompanied by the respective suggested answers with the answers given by the students, organized in a table.

**Table 1** – Students' questions and answers to inferential question 1

<p>Read the passage again: "But things did not turn out as he had planned, because the ugly and mean daughters of the stepmother did not like their sweet little sister, and their mother was also angry and jealous of her stepdaughter. So, they mistreated the orphan, forcing her to do all the housework and sleep in the kitchen on a pile of straw over the ashes of the stove." <b>Why did the stepmother and her daughters treat the widower's daughter badly?</b></p> <p>a) (x) The stepmother and her daughters treated the widower's daughter badly because they were jealous of her, which made them angry and jealous.</p> <p>b) ( ) The stepmother and her daughters treated the widower's daughter badly because they liked the girl.</p>	
Number of students who chose option "A"	Number of students who chose option "B"
14	0

**Source:** the authors.

The correct answer to this objective question was option "A" — chosen by all students. Solving this problem required readers to activate their prior knowledge, since the text only provided indirect clues as to why the stepmother and her daughters treated Cinderella cruelly. Although there were indications of feelings such as anger and jealousy, the text did not clearly name **envy** as the cause, thus requiring an inferential reading that integrated elements of the text with the students' personal repertoire.

The collective success in choosing the answer reveals an essential reading skill: the ability to make inferences from implicit information. According to Angelo and Menegassi (2022, p. 157), this skill occurs when "the reader relates different parts of the text or draws on information from outside it to understand what is being said in a non-explicit way." This shows that the students were able to construct meaning beyond the surface of the text, reflecting active and critical reading.

Another question, number two, with its respective suggested answer and students' responses, was as follows:



**Table 2** - Students' questions and answers to inferential question 2

The stepmother and her daughters gave the girl a nickname. What could have been their reason for doing so?  
**Suggested answer:** The stepmother and her daughters nicknamed the girl “Cinderella” because she was very beautiful, a cat, but she was always dirty because of the work she did at home, so she was a cinder girl. Possibly, this nickname was given because the three women felt jealousy and envy towards the main character.

Students	Answers
A1	The possible reason was that Cinderella was beautiful and her sisters and stepmother were jealous and envious, and she slept in the ashes.
A2	The possible reason they did this was because they were jealous because she was beautiful.
A3	The possible reason was because she was like a servant and slept near the stove, and she was more beautiful, and the stepmother was jealous and envious of Cinderella.
A4	The possible reason was because she was very beautiful, and they were jealous and envious, and she slept in the ashes of the stove, so they gave her the nickname Cinderella.
A5	The possible reason they did this was because she was prettier than her sisters and stepmother, and she was jealous, and she slept in the ashes of the stove, which is why she was nicknamed Cinderella.
A6	The possible reason was because she was very beautiful, and so they were jealous of her even though she had to sleep on a pile of straw and ashes, and that's why she got the nickname.
A7	The possible reason they did this was because they were jealous of her beauty, and since she slept on the stove near the ashes, she was given the nickname Cinderella.
A8	The possible reason they did this was because she worked hard and slept on the ashes of the stove, and she was very beautiful, and her sisters were jealous of Cinderella.
A9	The possible reason they did this was because she slept near the stove, she was beautiful, and so they called her Cinderella, and because they were jealous and envious of her.
A10	The possible reason was because the sisters were jealous of Cinderella.
A11	The possible reason they did this was because she was beautiful. She slept near the stove, so they gave her the nickname Cinderella because of that.
A12	The possible reason they did this was that she was very beautiful and her sisters and mother were jealous and envious of her. She slept on the ashes of the stove and worked from morning to night, so they gave her the nickname Cinderella.
A13	The possible reason they did this was that she slept on the ashes of the stove and she was very beautiful, and because of this, her stepmother and stepsisters were jealous of her and gave her the nickname Cinderella.
A14	The possible reason they did this was because she slept in the kitchen near the stove, and her nickname was Cinderella because she was beautiful and they were jealous of her.

**Source:** transcribed by the teacher-researcher from the students' activity books.

Analysis of the participants' responses shows that most understood the reason behind the nickname “Cinderella” correctly, relating it to the feelings of envy on the part of the stepmother and her daughters. Elements such as the character's beauty (“cat”) and the place where she slept (next to the ‘ashes’) were frequently mentioned, although not always articulated completely. Some students, such as A11, even without explicitly mentioning the word “envy,” demonstrated implicit understanding, which indicates the ability to make inferences from the text. According to Solé (1998), understanding a text requires more than extracting literal information: it involves activating prior knowledge, formulating hypotheses, and constructing meaning while reading.

On the other hand, some responses revealed limitations in integrating the different elements of the plot, such as the protagonist's beauty, jealousy, and hard work, which compromised the clarity of the explanation of the nickname. Although all students mentioned at least one of these aspects, the absence of a more cohesive connection between them points to difficulties in the overall construction of the text's meaning. This reinforces the importance of pedagogical practices that develop more conscious and critical reading strategies, as argued by Solé (1998), so that readers can move from a superficial understanding to a more reflective and interpretative reading.

**Table 3** - Students' questions and answers to inferential question 3

What do you think caused Cinderella's stepmother and stepsisters to refuse her request to go to the ball with them? Justify your answer.
<b>Suggested answer:</b> The stepmother and stepsisters' refusal was caused by jealousy, because the young woman was beautiful. The three were afraid that the prince would fall in love with Cinderella and not with them.

Students	Answers
A1	It was caused by feelings of envy.
A2	Feelings of envy.
A3	Envy, because Cinderella was more beautiful than all of them and they didn't want anyone more beautiful than them at the palace ball.
A4	Because they were very jealous of Cinderella.
A5	It was caused by jealousy because she was more beautiful than the daughters and stepmothers.
A6	The feeling was jealousy, because they knew that if the prince saw Cinderella, he would choose her as his future girlfriend.
A7	The possible reason they did this was out of jealousy.
A8	It was caused by feelings of jealousy.
A9	It was because of feelings of jealousy.
A10	Because the daughters and stepmother were jealous of her.
A11	Because of the jealousy they felt towards the girl.
A12	The feeling caused was jealousy.
A13	The feeling caused was jealousy.
A14	It was caused by feelings of jealousy.

**Source:** transcribed by the teacher-researcher from the students' activity books.

The 14 students recognized that envy motivated the stepmother and her daughters to refuse Cinderella's request to go to the ball. However, only three of them (A3, A5, and A6) justified this conclusion, connecting the feeling to the protagonist's beauty and the fear of losing the prince's attention. The responses of the others, such as A1 and A9, were more direct and superficial, with no explanation of how they arrived at this interpretation, reflecting a more literal and objective understanding of the text.

According to Fuza and Menegassi (2022), understanding a text requires inference and reflection, going beyond explicit information. Analysis of the responses shows that, although most students correctly identified the feeling of envy, not all of them developed in-depth justifications or explored the social and emotional motivations of the characters. Still, there was textual comprehension, since the meanings

were constructed based on the students' interpretation and not extracted directly from the text. In summary, students' responses to different categories of questions, textual inferential and interpretative, reveal different levels of understanding and engagement with the text. As Menegassi (2008) points out, reading is a dynamic process, ranging from literal comprehension to the construction of more complex meanings. This distinction is essential for the formation of readers capable not only of understanding a text, but also of interpreting it and reflecting critically on its implications. These reflections demonstrate that:

The way the author represents the reader leads them, for example, to select a more appropriate way to begin the text, to manage the informational and emotional load of our messages more effectively, to seek words that do not trigger double meanings or interpretation problems, among other possibilities. (Angelo; Fuza; Menegassi, 2022, p. 16)

Analysis of the students' responses revealed that, for the most part, inferential questions, which require a more careful reading of explicit and implicit content, were more easily understood and answered. In contrast, interpretative questions, which require a greater capacity for reflection on the meanings and significance of the text, proved to be more challenging. This overview is consistent with studies by authors such as Solé (1998), who emphasizes the importance of developing skills that go beyond simple word decoding, incorporating interpretation and the attribution of meaning to what is read.

Thus, we will now discuss the interpretative questions, namely:

**Table 4** - Students' questions and answers to interpretative question 1

Do you usually celebrate or feel sad about other people's achievements?  
**Suggested answer:** I am happy about other people's achievements, but sometimes I wish it was me who had achieved them.

Students	Answers converging with the suggestion	Answers diverging from the suggestion
A1	I celebrate other people's achievements and am happy for them.	
A2	Because I like people to be happy.	
A3	I celebrate, because to be happy you have to rejoice in your friends' achievements.	
A4	I usually celebrate other people's achievements.	
A5	Yes, I usually feel happy and I love seeing people.	
A6	Yes, because when they win a competition (or something), I would probably feel happy.	
A7		No, I just feel like I want what they have won.
A8	I usually celebrate other people's achievements.	
A9	Yes, because it's a sign that people... [The end of the answer was not understandable because the letter was illegible].	
A10	I usually celebrate other people's achievements because I like to see people happy.	
A11	Yes, because it's nice to see people happy.	
A12		No, because if we achieve something, they won't be happy, so we have to be happy with other people's achievements so they don't feel hurt.
A13	I usually celebrate other people's achievements.	
A14	I'm happy when they get what they want.	

**Source:** transcribed by the teacher-researcher from the students' activity books.

The activity proposed to the students allowed us to observe how each one interprets and reacts to the achievements of others. Most said they felt joy at the victories of others, which suggests a certain emotional sensitivity and ability to put themselves in someone else's shoes. However, some

responses indicated that this reaction may depend on the context or the relationship with the person in question. This type of variation shows that feelings such as empathy, envy, or even indifference are part of a broader range of human choices and attitudes.

In addition to emotional reactions, it was evident that students mobilize different cognitive strategies to understand and respond to the text. Some demonstrated an ability to make inferences, associating their personal experiences and values with the situation presented, while others limited themselves to more literal or superficial interpretations. These differences reveal how the reading process involves more than just decoding words: it requires reflection, critical thinking, and articulation with previous experiences.

Finally, the analysis shows that reading can be a starting point for reflections on behavior, social relationships, and self-knowledge. When students are faced with questions that make them think about their own attitudes, the text ceases to be just a narrative and becomes a tool for constructing meaning. In this sense, the practice of critical reading strengthens not only language proficiency, but also the development of empathy and individual and collective awareness.

In interpretative question number two, the answers were presented as follows:

**Table 5** - Students' questions and answers for interpretative question 2

In your opinion, is the feeling shown by the stepmother and her daughters healthy? Explain.	
<b>Suggested answer:</b> The feeling of envy shown by the stepmother and her daughters is not healthy. The actions they took because of this feeling, trying to harm a good person, could have had a different outcome in the story.	

Students	Answers
A1	It is not healthy because it is a bad feeling and we should be happy for other people.
A2	No, because it makes people sad.
A3	No, because it makes people very sad and depressed and destroys friendships and relationships.
A4	No, because it can hurt people's feelings and cause them pain.
A5	It is not healthy because the stepmother and her daughters mistreated Cinderella, and this feeling has caused enmity between people.
A6	No, because envy can hurt us, and envy can also bring us bad luck.
A7	No, because envy is bad for people, causing sadness, etc.
A8	No, because envy is bad for people.
A9	No, because envy can lead to the end of friendships.
A10	The feeling of envy can cause sadness.
A11	No, because people become sad and hurt.
A12	No, because people can become sad with these attitudes and it can cause fights, sadness, and crying.
A13	No, because envy hurts people and can also end friendships.
A14	The feeling of envy that the stepmother and daughters had is unhealthy because it can end friendships between people.

**Source:** transcribed by the teacher-researcher from the students' activity books.

It is clear that the students went beyond a literal reading and drew on their prior knowledge, personal experiences, and social values to construct responses that engage critically with the text. This shows that the reading was meaningful, as the students were able to relate the narrative content to everyday issues, reflecting on the ethical implications of the characters' actions. From this perspective, reading becomes more than just a school activity; it becomes a tool for constructing meaning and forming consciousness.

According to Solé (1998), textual comprehension is not limited to decoding words, but involves more complex processes, such as inference, anticipation, hypothesis testing, and interpretation. These processes are activated when the reader actively interacts with the text, relating what is being read to their prior knowledge, expectations, and experiences. This is exactly what was observed in the students' responses: they not only

understood the plot, but were able to take a critical stance towards it, pointing out the characters' character flaws and reflecting on the social and emotional consequences of these behaviors.

Similarly, the proposed activity reflects what Fuza and Menegassi (2022) point out as essential for the development of reading competence: encouraging the production of interpretative responses, in which the reader takes a position, articulates the content of the text with their knowledge, and constructs their own meanings. This is especially important in an educational context that seeks to train critical individuals capable of interacting with different discourses in a conscious and reflective manner.

The discussion about the negative feelings expressed by the characters—especially envy—enabled students to reflect on how these emotions negatively influence human coexistence. Reading the story, therefore, served as a trigger for analyzing real situations, promoting the development of empathy, ethical thinking, and judgment skills. By putting themselves in the characters' shoes or analyzing their actions, students were invited to consider other, more respectful and healthy ways of acting.

In this sense, the activity that proposed imagining an alternative ending to the story broadened the interpretative possibilities. By creating other outcomes, students were able to explore not only their creativity but also reflect on the consequences of choices different from those made by the characters in the original plot. This proposal reinforces the understanding that reading is not a passive process, but rather a practice that involves action, production, and transformation. The reader ceases to be a mere receiver and takes on the role of co-author of the possible meanings of the text.

In addition, the creation of new endings functions as an exercise in projection: by imagining what might happen if the characters chose to act differently, the reader explores possible scenarios that also function as metaphors for their own decisions and experiences. Thus, the activity of reading also becomes a space for emotional learning and value construction.



Working with this fairy tale therefore showed that reading is a multidimensional practice that involves cognitive, linguistic, affective, and ethical aspects. The students demonstrated not only competence in textual comprehension, but also sensitivity in critically analyzing the characters' behaviors and relating them to their own social context. This active and reflective reading contributes to the development of intellectual autonomy and the education of individuals who are more aware of themselves and others.

By promoting this type of pedagogical practice, we are training readers who not only master reading techniques but are also able to attribute meaning to what they read, take a position on the ideas presented, and reflect on their implications. This makes reading an instrument of transformation, both personal and collective, capable of contributing to the development of a more critical, ethical, and empathetic society.

Based on this finding, it is possible to affirm that the proposed objective was achieved, since it was possible to clearly identify the students' difficulties in relation to the different types of questions, in addition to understanding how these difficulties can be overcome through appropriate pedagogical interventions using the sequence of reading questions.

In short, the study reveals that, although students have mastered basic reading skills, such as decoding and locating information, they still face difficulties when more elaborate interpretative skills are required. For effective reading instruction, it is essential to promote reading experiences that value prior knowledge, encourage critical thinking, and develop active engagement with the text, as proposed by authors such as Solé (1998), Kleiman (2008), and Menegassi (2010).

## CONCLUDING REMARKS

The main objective of this study was to analyse the responses of elementary school students to different types of questions related to the fairy tale “Cinderella” (2015), with an emphasis on questions of a nature,

inferential, and interpretative, based on an excerpt from a master's thesis, in order to understand the contributions of the methodology of ordering and sequencing reading questions, based on Solé (1998), Menegassi (2010), and Fuza and Menegassi (2017; 2018; 2022). The main purpose was to understand how these categories of questioning contribute to the development of reading and interpretative skills in the school context.

To achieve this objective, a methodological approach was outlined based on qualitative analysis of the responses provided by students, with a view to identifying the cognitive strategies mobilized in the construction of meaning.

The research focused particularly on reading the fairy tale Cinderella (2015), whose accessible narrative structure and dense symbolism provide fertile ground for the exercise of critical reading and meaningful interpretation.

With regard to the interface between literature and reading instruction, it should be noted that reading is a complex cognitive process that goes beyond the mere decoding of linguistic signs. As scholars such as Marcuschi (2008) and Menegassi (2008) point out, the construction of meaning depends on the reader's active interaction with the text, requiring skills ranging from literal comprehension to the elaboration of inferences and critical judgments.

The data obtained throughout the research highlight the need to reformulate pedagogical practices aimed at teaching reading. It was observed that activities based exclusively on the reproduction of textual information limit the development of students' interpretative skills. In contrast, teaching strategies that incorporate different levels of complexity in questioning—especially those that encourage critical analysis and reflection on the symbolic, cultural, and moral content of texts—have proven to be more effective in promoting meaningful learning.

In this context, the adoption of diversified teaching approaches integrated with the assumptions of the National Common Core Curriculum (BNCC) is essential. This educational policy guides the comprehensive education of students, based on the development of skills that enable them to interact critically, ethically, and autonomously with the multiple languages

that make up the contemporary world. Thus, reading should be conceived not only as an end in itself, but as an instrument of mediation with reality, capable of broadening cognitive and social horizons.

However, some gaps were highlighted during the research and may serve as a starting point for future investigations, broadening the understanding of the reading process in basic education. One of these gaps refers to the need to go beyond the traditional structure of textual, inferential, and interpretative questions. Although this approach has proven effective in assessing reading comprehension, it would be pertinent to incorporate a more comprehensive sequence of activities, integrating these questions with textual production practices, conversation circles, debates, and other forms of interaction that favor critical reflection and dialogue with the text.

Although the analysis of the fairy tale Cinderella (2015) proved to be quite enriching, it would be relevant to broaden the scope of the research to include other fairy tales, written by different authors and set in various historical contexts. Additionally, the incorporation of contemporary versions of this genre can offer new perspectives and promote a broader understanding of the evolution of the narrative and its importance in the process of training critical and reflective readers.

It can therefore be concluded that teaching reading requires an ongoing commitment to innovative and contextualized pedagogical practices that take into account the specificities of the subjects and promote equitable access to knowledge. The reading of literary texts—especially those with symbolic and formative potential, such as fairy tales—should be explored in its complexity in order to contribute to the formation of critical readers, capable of interpreting, positioning themselves, and acting consciously in the face of the multiple dimensions of life in society.

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