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Abstract

This paper explores reading in the disciplines as entailing multi-dimensional demands. Going beyond the prototypical focus solely on cognitive strategies to support comprehension, this analysis includes attention to the role of culture in learning, the social and emotional dimensions of learning to engage in complex discipline specific comprehension and argumentation, the complex, constructive, and iterative processes entailed in such reading, and the infrastructure demands of teaching and learning required to provide such instruction routinely in all of our schools.

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