

Table C.1: Discipline-Specific Approaches to Texts

	Social Studies	Science	Mathematics
Why Do Authors Create Texts?	Synthesizing evidence to answer a question or analyze a historical problem	Reasoning from the particular to the general or abstract	Reasoning logically to identify universal principles and theorems
How Do Authors Represent Information?	Argumentation structures Narrative or descriptive structures in textbooks	Argumentation structures Experimental article structure Narrative or descriptive structures in textbooks Mathematical expressions and graphical displays often incorporated with written text	Argumentation structures Descriptive structure with worked examples in textbooks Charts, graphs, formulae, and linguistic explanations
How Should Readers Evaluate Texts?	Readers should read everything critically.	Readers should read scholarly work critically. Readers should read textbooks less critically (to learn).	Readers should evaluate arguments for precision, simplicity, and clarity. Readers regard textbooks as authoritative.
Discipline-Specific Reading Strategies	Sourcing Identification Contextualization Corroboration Interpretation	Sourcing Selecting Translating	Previewing Close reading Logical verification Summarizing Predicting
Potential Problems for Students	Antiquated vocabulary and language Failure of students to recognize interpretations as such	High lexical density and technical vocabulary Failure of students to recognize varying levels of confidence	Technical notation (equations, symbols, diagrams) Failure of students to recognize different meanings of the same symbol depending on context

Source: Moje, E. B., Stockdill, D., Kim, K., & Kim, H.-J. (2011). *The role of text in disciplinary learning*. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research (Vol. 4, pp. 453–486)*. New York: Routledge; Phillips, L. M., & Yarden, A. (2017). *Structure, epistemology, and metalanguage foundations of reading comprehension in scientific texts*. In S. E. Israel (Ed.), *Handbook of research on reading comprehension (2nd ed., pp. 428–441)*. New York: Guilford Press; Shanahan, C. (2017). *Comprehension in the disciplines*. In S. E. Israel (Ed.), *Handbook of research on reading comprehension (2nd ed., pp. 479–499)*. New York: Guilford Press.