When learning is reduced to a transmission of what everyone has to know, learning in a
classroom can be stable and occur in a safe space. However, this stability becomes threatened
once we attempt to challenge the knowledge transmission. The teacher and the students, who
have different histories, have to negotiate the meaning of what they learn in a classroom. In this
paper, we focus on this negotiation process as a socio-historically heterogeneous activity by
examining the learning theory of classroom reading. First, we criticize the reductionist approach
of emphasizing an individual psychological process in the classroom reading context. Second,
by drawing from both socio-historical theory of mind and critical pedagogy, we provide a
framework to underline classroom reading as a social, historical and cultural process which
involves a teacher, the students and a text as a historical product. In our framework, we integrate
three aspects of classroom reading: the relationship between a text and readers, social relations in
a classroom, and readers’ identities mediated by texts through reading. Finally, we apply this
framework into the analysis of data collected through the classroom reading project entitled
“Reading identity through texts” with adolescent heritage language learners. From this analysis,
we present cases where the teacher and students experienced a conflict in the different
interpretations of learning a particular historical text. In conclusion, we discuss how we can
transform socio-historically heterogeneous classroom interactions to enrich learning
opportunities for the students’ and teachers.