

Dr. Sarah Lupo

Associate Professor: Middle, Secondary and Math Education

Research Interest

Dr. Lupo's research strives to put theory into practice to find practical ways teachers can improve comprehension and disciplinary learning for K-12 students, while positioning all learners' as capable and bringing cultural and linguistic assets to the reading experience.

Recent Publications

- Lupo, S. M., Reynolds, D., & Hardigree, C. (2024). Tackling tough texts: A guide for research-based scaffolds for 6th-12th graders. New York: Guilford.
- Lupo, S. M., Hardigree, C., Thacker, E., Sawyer, A., & Merritt, J. (2021). Teaching disciplinary literacy in grades K-6: Infusing content with reading, writing, and language. New York: Routledge.
- Swanson, C., Keown, K., Lupo, S., ... & Amoaka-Kayser, A. (2023). An equity framework for literacy instruction. Student Achievement Partners online publication.
- Lupo, S. M., Townsend, D., & Knecht, R. (2023). Enhancing secondary teachers' opportunities to learn about comprehension in culturally sustaining ways. In (Eds.) Robertson, D., Brock, C., & Hall, L. Innovation, Equity, and Sustainability in Literacy Professional Learning (pp. 78-100). Guilford: New York.
- Townsend, D., Knecht, R., Lupo, S. M., Chen, L.T., & Smith Barrios, V. (2023). Third and sixth graders' navigation of cohesive ties in academic sentences. *Journal of World Languages*, 9(3), 333-370. <https://doi.org/10.1515/jwl-2023-0022>
- Lupo, S. M., Frankel, K., Lewis, M., & Wilson, A. (2023). What is literacy intervention in secondary schools?: Exploring educators beliefs and practices about supporting adolescents' reading. *Journal of Teacher Education* 75(1), 13-28. <https://doi.org/10.1177/002248712311563>
- Hattan, C., Alexander., P., & Lupo, S. M. (2023). Prior knowledge activation redux: Conceptions, techniques, and influences on learning. *Review of Educational Research*, 94(1), 73-111. <https://doi.org/10.3102/003465432211484>
- Conradi Smith, K., Robertson, D., Lupo, S. M., Mesmer, H. A., & Cartwright, K. (2023). Reading Research Recap: Summaries of Five Research Studies. *Reading in Virginia*, (XLIV) 95-102.
- Lupo, S. M., Wheatley, B., Koubek, K., *Rickabaugh, L, *Early, D., *Manning, K., *Evans, A., & Merritt J. D. (2023). Framework for integrating content and literacy. *Reading in Virginia*, (XLIV) 49-60.
- Sawyer, A., & Lupo, S. M. (2022). Content-driven integration model for mathematics classrooms. *Connections*. Retrieved from: https://amte.net/sites/amte.net/files/Connections_Sawyer.pdf
- Tortorelli, L., Lupo, S. M., Wheatley, B., (2021). Examining teacher preparation for code-related reading instruction: An integrated literature review. *Reading Research Quarterly*, 56 (S2) 317-337. doi:10.1002/rrq.396
- Hwang, H., Lupo, S. M., Cabell, S., & Wen, S. (2020). Leveraging the literacy block for knowledge building: What the research says about teaching content during literacy. *Reading in Virginia*.
- Hattan, C., & Lupo, S. M. (2020). Rethinking the role of knowledge in the K-12 literacy classroom. *Reading Research Quarterly* (S2), 83-98. doi:10.1002/rrq.350
- Lupo, S. M., *Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking text sets to support knowledge building and interdisciplinary learning. *The Reading Teacher*, 73, 513-524. doi.org/10.1002/trtr.1869
- Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & Strong, J. Z. (2019). An exploration of text difficulty and knowledge support on adolescents' comprehension. *Reading Research Quarterly*, 54, 441-584. doi.org/10.1002/rrq.247



Partners Invited

I welcome undergraduate & graduate student partners, in-service teachers, College of Education & other JMU faculty partners, and community partners.

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