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Research Interests/Key Words:

- Text Complexity
- English Language Learners
- Teacher Beliefs
- Content Area Literacy
- Comprehension Instruction
- Performance Assessments
- Classroom Discourse
- Interdisciplinary Education

Current Projects and Research Questions:

Text Complexity and Comprehension:

- What features of text complexity are associated with students' comprehension of texts?
- What are the differences in students' comprehension when reading easier or more challenging texts?
- How do these differences vary across different groups of students?

Text Complexity, Comprehension Instruction, and Content Area Literacy

- How do elementary teachers use companion texts of varying complexity to teach both content and literacy?

English Language Learners, Text Complexity, Comprehension, Classroom Discourse

- How does classroom talk influence English Language Learners' (ELLs) language acquisition and literacy?
- How are text complexity and comprehension instruction approaches associated with ELLs' comprehension growth?

Teacher Beliefs, Strengths Based Approach, English Language Learners, Comprehension

- How do teachers' beliefs about students influence their comprehension instruction?

Evolving Project:

Performance Based Tasks, Text Complexity, Interdisciplinary Instruction

- Development of an elementary text set framework that embraces complexity and interdisciplinary instruction and a performance based comprehension assessment

Recent Publications:

Lupo, S. M., Jang, B. G., McKenna, M. C. (2017). Relationship Between Reading Achievement and Attitudes Toward Print and Digital Texts in Adolescent Readers. *Literacy Research: Theory, Methods, & Practice*, 66, 1-15.

Lupo, S. M., Strong, J. Z., Lewis, W., Walpole, S., & McKenna, M. C (2017). Building Background Knowledge Through Reading: Rethinking Text Sets. *Journal of Adolescent and Adult Literacy*.

Lupo, S. M. (2017). Rigor vs. ease: What should adolescents read? *Literacy Today*.

Jang, B. G., **Lupo, S. M.**, McKenna, M. C., & Lundy, B. K., (under review). Effects of a Two-Year Preschool Literacy Program. *Reading and Writing Quarterly: Overcoming Learning Difficulties*.

Partners Invited:

I welcome undergraduate partners, graduate student partners, PK-12 teachers, College of Education partners, and JMU faculty partners