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MEBANE EARLY LITERACY CENTER

Publications

Barnes, Z. & **Cartwright, K. B.** (2024). Strategies to build the vocabulary and background knowledge of students with learning disabilities. Intervention in School and Clinic, 10534512241255330. https://doi.org/10.1177/10534512241255330

Barnes, Z. & **Cartwright, K. B.** (2024). Executive function and early literacy: Play-based strategies to promote reading-related skills. Young Children, 79(2), 30-37. https://www.naeyc.org/resources/pubs/yc/summer2024/self-regulation-and-executive-function

Beach, K.D., Sanchez, T., **Fitzgerald, M.**, Pazzula Jimenez, M., **Neal, E**., Wang, J., & Harris, R. (2026). Vocabulary Instruction for Students with Learning Disabilities: Synthesizing 50+ Years of Research. Journal of Learning Disabilities. https://doi.org/10.1177/00222194261476555

Beach, K.D., Sinclair, K.D., Merry, J.L., O'Brien, C., Pardue, S., Medina, A.L., & Kolano, L. (Spring, 2026). Non-profit community-based organizations' perceptions of facilitators and barriers to providing literacy-related services in schools. Afterschool Matters. https://www.niost.org/Afterschool-Matters-Summer-2026/literacy-related-services-in-partnership-with-schools

Beach, K.D, Preston, A., Sinclair, K.D., Kolano, L., O'Brien, C., Medina, A., Merry, J., , E., Pardue, S., Godfrey-Hurrell, K., & Price, L. (2026). Early Literacy Services Provided by Community Based Organizations in Mecklenburg County: An Inquiry Study (Research Brief). Mebane Early Literacy Center. https://doi.org/10.55370/ir:33613

Beach, K.D. & Preston, A. (2026). Equipped for Excellence: What CBOs Say They Need to Succeed in Mecklenburg County (Research Brief). Mebane Early Literacy Center. https://doi.org/10.55370/ir:33804

Beach, K. D., Sanchez, T. M., **Fitzgerald, M. S., Neal, E.,** & Pazzula Jimenez, M. (2025). Utilizing semantic, mnemonic, and strategic approaches to vocabulary instruction to promote word learning for students with learning disabilities. Learning Disabilities Research and Practice.

Beach, K. D., & Washburn, E. K. (2023). Differential impact of summer reading intervention on third-grade students' oral reading fluency: A cross-sectional analysis in the context of Covid-19. Reading and Writing Quarterly.

Beach, K. D. & Washburn, E. K. (2023). Fluency outcomes of summer reading intervention for third graders: A cross-sectional analysis in the context of COVID-19. Reading and Writing Quarterly: Overcoming Learning Difficulties. https://doi.org/10.1080/10573569.2023.2286968. Advance Online Publication

Beach, K. D., Washburn, E. K., Gesel, S. A., & *Williams, P. (2021). Pivoting an elementary summer reading intervention to a virtual context in response to COVID-19: An examination of program transformation and outcomes. Journal of Education for Students Placed at Risk. Advance online publication. https://doi.org/10.1080/10824669.2021.1906250.

Cartwright, K. B. (2024). Putting the thinking on the table: Assessing and supporting executive functions for self-regulated reading. Literacy Today, 41(4), 36-38. https://publuu.com/flip-book/24429/1018488/page/38

Cervetti, G. N., **Fitzgerald, M. S.,** Hiebert, E. H., & Hebert, M. (2023). Meta-analysis examining the impact of vocabulary instruction on vocabulary knowledge and skill. Reading Psychology.

Fitzgerald, M. S. (2025). Pedagogies that integrate reading and science as a resource for hope in primary-grade classrooms: Cultivating disciplinary knowledge with science text and investigation. Pedagogies: An International Journal, 1-23.

Fitzgerald, M. S. (2025). Pedagogies that integrate reading and science as a resource for hope in primary-grade classrooms: Cultivating disciplinary knowledge with science text and investigation [School Pedagogies as Resources for Hope]. Pedagogies: An International Journal, 1-23. 10.1080/1554480X.2024.2397536

Fitzgerald, M. S. (2023). Facilitating the interplay of text and experience in scientific inquiry. [Supporting Science Literacies]. Language Arts, 100(4), 282-294.

Fitzgerald, M. S. & Evans, K. B. (2024). Designing and leveraging digital technologies to support students' access to learning opportunities in project-based science instruction [Leveraging Technology to Support Access to Learning Opportunities]. TechTrends: Linking Research and Practice to Improve Learning.

Fitzgerald, M. S., & Palincsar, A. S. (2024). Screech owls, Super Soakers, and school gardens [Motivation and Engagement]. Phi Delta Kappan, 105(5), 26-31.

Gesel, S. A., Stewart-Ginsburg, J. H.., **Washburn, E. K., Kingsbery, C. R.,** Lev, J. H., Brooks, R., & Owen, H. (2023). "Double-sided learning": A qualitative study of teacher candidate experiences in a virtual reading intervention clinical experience. Journal of Special Education Technology, 39(1), 120–133.

Kingsbery, C. R., Beach, K. D., Gesel, S. A., Wood, C. L., Washburn, E. K., & Connors, T. (2025). The impact of multilevel coaching on pre-service teachers' fidelity of implementation of an evidence-based reading intervention. *Education Sciences*, *15*(2), 244. https://doi.org/10.3390/educsci15020244

La Serna, J., Meisner, H. R. Mikkelsen C. N., Hart, B., Bastian, K. C., **Pilonieta, P., Stewart, A. A., Washburn, E. K., Putman, S. M.** (2025). Perceptions of LETRS Training, North Caroline State Policy Brief.

Medina, A. & Kolano, L. (2026). More than Just Literacy: Wraparound Services Offered by CBOs in Mecklenburg County (Research Brief). Mebane Early Literacy Center. https://education.charlotte.edu/melc/research-and-innovation/communityinquiry-study-briefs/

Medina, A. L., Pilonieta, P., Putman, S. M., Jolly, A. C., and Kim, S.Y. (2025). Fine-tuning Pre-Service Teachers' Instruction: Development and Validation of an Observation Protocol to Assess Literacy. Reading Psychology. Advance online publication. https://doi.org/10.1080/02702711.2025.2471069

Meisner, H. R., La Serna, J., Mikkelsen C. N., Hart, B., Bastian, K. C., **Pilonieta, P., Stewart, A. A., Washburn, E. K., Putman, S. M.** (2025). Project READS Implementation Report, North Caroline State Policy Brief.

Merry, J. & O'Brien, C. (2026). Roots and Roadblocks: CBO Perspectives on Facilitators and Barriers to Providing Literacy Services in Mecklenburg County (Research Brief). Mebane Early Literacy. https://doi.org/10.55370/ir.33615

Miner, K., & **Washburn, E.K.** (2025). From observation and drawing to informational writing: A mixed methods study of an integrated strategy approach. The Elementary School Journal, 126 (2), 326–348.

Peltier, T., & **Washburn, E. K.** (2024). Recommendations for teacher training and professional learning. In N. Young & J. Hasbrouck (Eds.), Ladder of reading & writing. Benchmark Education.

Pardue, S. D. (2025). Brief 2: The Knowledge-Comprehension Connection: Activating, Building, and Revising Knowledge During Reading. MELC Brief: Translating Research for Literacy Educators.

Pardue, S. D. (2025). MELC Brief 3: Purposeful talk in read-alouds: Empowering students and building understanding. MELC Brief: Translating Research for Literacy Educators.

Pardue, S. D. (2025). SCORE 4: Supporting reading comprehension in upper grades. MELC Brief: Translating Research for Literacy Educators.

Pilonieta, P., & Hathaway, J. I. (2023). Building kindergartener's independence with text-based conversations. Reading Teacher, 77(1), 131-136.*

Pilonieta, P., & Hathaway, J. I. (2023). Kindergarteners' engagement in academic conversations. Early Childhood Education Journal, 51(4), 665-674.*

Pilonieta, P., Stewart, A. A., Washburn, E. K., Putman, S. M., Hart, B., Bastian, K. C., Mikkelsen C. N., Meisner, H. R., La Serna, J. (2025). Analysis of reading instructional practices of K-5 teachers who completed LETRS PD, North Carolina State Policy Brief.

Pilonieta, P., Whittingham, C., & **Washburn, E.K.** (2023). "Changing our teaching": First grade reading instruction before and during COVID-19. Reading and Writing: An Interdisciplinary Journal.

Preston, A.I. & Cartwright, K. B. (2025) The active view of reading. MELC Brief: Translating Research for Literacy Educators.https://drive.google.com/file/d/1fSA5IQQQ8nWvYFvETF2Nk6Fy2dViOT7N/view

Preston, A.I. & Merry, J. (2026). Multiple Pathways to Literacy: CBO Services in Mecklenburg County (Research Brief). Mebane Early Literacy Center. https://doi.org/10.55370/ir:33614

Putman, S. M., Polly, D., & **Fitzgerald, M. S.** (2025). Moving from the periphery to practitioner: Investigating the development of a community of practice within a year-long clinical experience. Journal of Teacher Education. https://doi.org/10.1177/00224871251321898

Ring, J., Phillips, N., & **Cartwright, K. B.** (2025). Validation of a computer-administered survey measure of graphophonological-semantic cognitive flexibility. Applied Neuropsychology: Adult. https://doi.org/10.1080/23279095.2025.2588283

Sinclair, K.D. & Beach, K.D. (2026). The Proof is in the Pudding: How Mecklenburg County CBO Measure Impact and Scale Success Through Partnerships (Research Brief). Mebane Early Literacy Center. https://doi.org/10.55370/ir:33618

Scott, C. E., Pierce, A., **Washburn, E. K.,** & Waters, C. (2024). Planning for instruction: Identifying literacy strategies and activities used by teacher candidates during clinically-rich field experiences. English in Texas, 53(2), 34-41.

Washburn, E.K., Gesel, S. A., Kingsbery, C. R., Connors, T. W., & Dash, L. (2026). Using data to forge new paths through tailored reading interventions. The Reading League Journal, Winter/Spring, 22-28.

Washburn, E. K., Gesel, S. A., Fitzgerald, M. S., Beach, K. D., & Kingsbery, C. R. (2023). The impact of a comprehensive, evidence-based approach to summer literacy intervention on the K-3 reading skills of economically and culturally diverse students. Reading and Writing Quarterly, 39(6), 510-529.

Washburn, E. K., & Pierce, A. (2025). Teaching older struggling readers: Novice 4–12th grade general and special education teachers' knowledge of foundational reading skills. Education Sciences, 15(6), 745.

Washburn, E. K., Pierce, A., Scott, C. E., & Gould, C. (2023). What does written reflection reveal about teacher candidates' knowledge, beliefs, and skills related to literacy assessment? Reading Horizons: A Journal of Literacy and Language Arts, 62(1), 80-108.

Whittingham, C., **Pilionieta, P., & Washburn, E.K.** (2024, online first). Selecting literacy intervention and planning for implementation: A guide. The Reading Teacher. https://doi.org/10.1002/trtr.2323

Grants

Beach, K.D. & Carman, J. (2023-2024). Out of School Tutoring Time Following COVID-19: A Process Evaluation of Program Opportunities for Black and Hispanic Students. Funded by the Gambrell Fellowship Program at Charlotte: $18,000.

Beach, K.D., Fitzgerald, M., Gesel, S., & **Washburn, E.** (2022-2023). Project ENRICH: Engaging Niners in a Reading Intervention and Collaboration Hub. Funded by the Mebane Foundation: $117, 237.

Lo, Y., & **Wood, C. L.** (2023-2028). UNC Charlotte's Ph.D. Program in special education: Preparing leadership scholars in culturally responsive multitiered interventions. OSEP, U.S. Department of Education, Preparation of Leadership Personnel. Proposed amount: $1,249,999 (fully funded).

Pennington, R., Mazzotti, V. & **Beach, K.D.** (2020-2024). UNC Charlotte's Ph.D. Program in Special Education: 2019-2024. OSEP, U.S. Department of Education, Preparation of Leadership Personnel. $1,230,555.

Pilonieta, P. (PI), Stewart, A. (Co-PI), **Washburn, E.K.** (Co-PI), & Putman, M. (Co-PI). (2022-2024). Project READS NC (Reading Evaluation Across Diverse Stakeholders in North Carolina). North Carolina Department of Public Instruction (NCDPI) Office of Recovery, $500,000.

Washburn, E.K. (PI & Co-Director), Kingsbery, C. R. (Co-PI, Co-Director), & Stewart. A.A. (Co-PI) (2025-2027). Scaling the UNC Charlotte Reads Program: Expanding Literacy Initiatives Through Enhanced Clinical Experiences and Partnership with NC Education Preparation Programs for Statewide Impact. Belk Foundation, $256,008.38.

Washburn, E.K. (PI & Co-Director), Kingsbery, C. R. (Co-Director), & **Gesel, S.A.** (Co-PI) (2023-2025). Accelerating the Reading Growth of K-5 Students through Implementing and Disseminating a Model for High-Quality Clinical Experiences. Belk Foundation, $308,879.54.

Presentations and Workshops

Archer, C. J., Taboada Barber, A., & **Cartwright, K. B.** (2025, April). Peer effects on oral language comprehension in elementary school: A longitudinal social network analysis. Paper presented at the 2025 meeting of the American Educational Research Association, Denver, CO.

Bare, A. G, Becoats, J., & Thornburg, E. (February 2026). The research base for explicit, systematic phonics instruction. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Beach, K., Fitzgerald, M., Sanchez, V. (2025, February 1). Leveraging the "Depth of Knowledge" Continuum to Guide Vocabulary Instruction. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Beach, K., Sanchez, V., **Fitzgerald, M. S., Neal, E.,** Jimenez, M. P., & Wang, J. (January/February, 2024). Vocabulary instruction for students with learning disabilities: Synthesizing 50+ years of research. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Beach, K.D., Carman, J., *Li, Z., *Allen, T., & *Little, J. (2023). Out of School Time Tutoring Following COVID-19: Insights for Policy and Practice. Poster presented at the UNC Charlotte Collaboration in Action Conference, Charlotte, NC.

Beach, K. D., & Washburn, E. K. (2023, July). Differential Impact of Summer Reading Intervention on Third-Grade Students' Oral Reading Fluency, A Cross-sectional Analysis in the Context of Covid-19. In E. K. Washburn (Chair) and D. Reed (Discussant), Bridging opportunity gaps in reading and literacy through summer reading instruction [Symposium]. 30th Annual Meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.

Carlone, H., Ewing, M., **Fitzgerald, M. S.,** Heck, T. J., Ledoux, S., Madkins, T., Ryan, M., Starr, M., & Zembal-Saul, C. (Authors listed alphabetically, March, 2023). Capturing the brilliance of children and strengths of teachers through justice-oriented elementary learning materials. Professional learning institute session presented at the annual meeting of the National Science Teaching Association, Atlanta, GA.

Cartwright, K. B. (2025, July). Executive Skills and Reading Comprehension: Why Don't My Best (Word) Readers Comprehend Text? Keynote presentation for the Georgia Governor's Summit on Early Literacy, sponsored by the Sarah Dunagan Deal Center for Early Language and Literacy, Milledgeville, GA.

Cartwright, K. B., Taboada Barber, A., **& Neal, E. (2025, July).** Psychosocial outcomes in adults with word reading difficulties: Anxiety, motivation, and self-regulation. Poster accepted for presentation at the annual meeting of the Society for Scientific Study of Reading, Calgary, Canada.

Cartwright, K. B. (2025, May). Why do some students with strong decoding skills still have trouble comprehending text? Presentation for Just Right Reader Science of Reading Webinar Series [Virtual].

Cartwright, K. B. (2025, April). Executive skills and reading (Session 4): Inhibition and social understanding in reading. Presentation for the Comprehensive Literacy Learning Network (Session 4 in a yearlong series for national group) [Virtual].

Cartwright, K. B. (2025, March). Executive skills and reading (Session 3): Flexibility and working memory in reading. Presentation for the Comprehensive Literacy Learning Network (Session 3 in a yearlong series for national group) [Virtual].

Cartwright, K. B. (2025, March). Changing the way people think about reading: Leveraging (interdisciplinary) science to inform basic and translational research on the roles of executive functions in reading. Invited lecture for a doctoral seminar in reading research for Texas A&M University [Virtual].

Cartwright, K. B. (2025, February). Changing the way people think about reading: Leveraging (interdisciplinary) science to inform basic and translational research on the roles of executive functions in reading. Invited lecture for the Charlotte Cognition Group, University of North Carolina at Charlotte.

Cartwright, K.B. (2025, February 1). Teaching Reading or Teaching Readers? Forging New Paths by Considering Student Characteristics in Implementing the Science of Reading. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Cartwright, K. B. (2025, January). Literacy as social justice: Forging new paths by leveraging reading science to support striving readers. Keynote presentation for SERRRA Southeast Regional Early Literacy Conference at Clemson University, Clemson, SC.

Cartwright, K. B. (2025, January). Why can't my best word readers understand text? Understanding and supporting students with specific reading comprehension difficulties. Breakout session for SERRRA Southeast Regional Early Literacy Conference at Clemson University, Clemson, SC.

Cartwright, K. B. (2025, January). Why do students with strong decoding skills still have trouble comprehending text? Leveraging executive skills to support reading. Keynote presentation for the Texas Academic Language Therapy Association Literacy Summit [Virtual].

Cartwright, K. B. (2024, December). Why don't my best (word) readers comprehend text? Reading science to support self-regulated comprehension. Keynote presentation for Illinois Reading Council [Virtual].

Cartwright, K. B. (2024, December). Why can't my best word readers understand what they read? Supporting executive skills in reading for better comprehension. Presentation for Louisa County Public Schools, Virginia [Virtual].

Cartwright, K. B. (2024, November). Executive skills and reading (Session 2): Planning and organization in reading. Presentation for the Comprehensive Literacy Learning Network (Session 2 in a yearlong series for national group) [Virtual].

Cartwright, K. B. (2024, November). Literacy as social justice: Forging new paths by leveraging reading science to support striving readers. Keynote presentation for New York State Reading Association, Albany, NY.

Cartwright, K. B. (2024, October). Supporting executive functions in reading: Putting the thinking on the table. Full day professional development workshop for Hill Learning Center, Raleigh, NC.

Cartwright, K. B. (2024, October). Why can't my best word readers understand what they read? Supporting executive skills in reading for better comprehension. Keynote presentation for California Reading Association [Virtual].

Cartwright, K. B. (2024, September). Executive skills and reading (Session 1): Digging in! Executive skills and self-regulated reading. Presentation for the Comprehensive Literacy Learning Network (Session 1 in a yearlong series for national group) [Virtual].

Cervetti, G. N., **Fitzgerald, M. S.,** Wright, T. S., Anderson, B. (December, 2023). Reading and learning from conceptually connected reading. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

Connors, T., Dash, L., Kingsbery, C. R., Gesel, S. A., Washburn, E. K., & Cox, K. (2024, April). Exploring the impact of a clinically enhanced field experience on teacher candidate self-efficacy to teach reading. [Poster presentation]. Cato College of Education Research Symposium, Charlotte, NC, United States.

Contesse, V., **Lane, H. Washburn, E. K., Gesel, S.A.,** Cheyney-Collante, K. & Gonsalves, V. (2025, November). Enhancing Teacher Candidates' Practice Through a Structured Foundational Reading Skills Program. Paper session presentation at the annual meeting of the Teacher Education. Division of the Council for Exceptional Children, Kansas City, KS.

Fisher, A., & Hernandez-Concha, M. (February 2026). Project-based learning for students' literacy growth. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Fitzgerald, M. S. & Cervetti, G. N. (December, 2025). Reading and learning from culturally relevant text. Paper presented at the annual meeting of the Literacy Research Assocaition, Las Vegas, NV.

Gesel, S. A., Washburn, E. K., & Kingsbery, C. K., Connors, T. W., Dash, L., & Stewart-Ginsburg, J. H. (2023, November). "Seas" the day: Enhancing clinical experiences through coaching-supported reading tutoring [Conference session]. Teacher Education Division Conference, Long Beach, CA.

Gesel. S.A., Washburn, E.K. (2025, November). Building Bridges Between Districts, Universities, and Special Education Leadership. Paper session presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Kansas City, KS.

Gesel, S. A., Washburn, E. K., & Kingsbery, C. R. (2023, July). Enhancing teacher candidates' clinical experiences through reading tutoring with implementation feedback for improved educator skills [Poster presentation]. 30th Annual Meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.

Fitzgerald, M., Washburn, E., Berrier, E., Ferretti, A., Gayoso, S., Glavan, L., Ingram, A., Matthews, Z., Owen, E., Rierson, J., Tedeschi, A., Yount, E. (2025, February 1). School, Library, and Family Partnerships: Collaborating to Provide Opportunities and Resources for Families to Learn and Use the ABCs of Active Reading. Presentation at the annual Mebane Early Literacy Summit. Charlotte, NC, United States.

Fitzgerald, M. S. (2024, May). Disciplinary literacy in elementary-grade science. Presentation at The Right to Read Project: Lunch & Lit.

Fitzgerald, M. S., Escamilla, M., & Starr, M. (March, 2024). Lead with science and include the literacy: Keeping science learning in the foreground, with COESEE. Hands-on workshop presented at the annual conference of the National Science Teaching Association, Denver, CO.

Fitzgerald, M. S., Madkins, T., Pfeiffer, K., Quinn, A., & Starr, M. (March, 2023). Interactive read-alouds as opportunities for interdisciplinary integration. Professional learning

institute session presented at the annual meeting of the National Science Teaching Association, Atlanta, GA.

Godfrey-Hurrell, K, Taylor, H. (2025, February 1). It's More Than ABC's! Supporting Teachers with Literacy Based Instruction for Very Young Children. Presentation at the annual Mebane Early Literacy Summit. Charlotte, NC, United States.

Hart, B., Pilonieta, P., Washburn, E.K., Stewart. A.A., & Putman, M. (2025, December). Analyzing the Impact of a State-Mandated Literacy PD on Teacher Knowledge, Perceptions and Practice. Paper session presentation at the annual meeting of the Literacy Research Association, Las Vegas, NV.

Hernandez, A., Hines, E., Chavarria-Garcia, K., & Newbold, O. (February 2026). Self-regulated strategy development in writing and its effect on students in K-5. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Humphries, A. Toxvaerd, A., Turner, E., & Whitfield, R. (February 2026). Teaching for understanding: A review of comprehension strategy instruction. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Kingsbery, C. R., Beach, K. D., Gesel, S. A., Washburn, E. K., Wood, C. L., & Connors, T. W. (2024, February). Multilevel coaching support for preservice teachers during an enhanced clinical experience [Poster presentation]. Pacific Coast Research Conference, San Diego, CA, United States.

Kingsbery, C.R., Washburn, E. K., Connors, T., & Dash, L. (2024, April). Coaching teacher candidates: Forging forward with lessons learned. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Kingsbery, C. R., Beach, K. D., Gesel, S. A., Wood, C. L., Washburn, E. K., & Connors, T. (2024, April). The impact of multilevel coaching on preservice teachers' implementation of an evidence-based reading intervention. [Poster presentation]. Cato College of Education Research Symposium, Charlotte, NC, United States.

Larkin, A., & Williamson, S. (February 2026). What motivates readers? Instructional approaches that foster literacy engagement. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Medina, A. L., Merz- Atalik, K., Böhmer, A., Knoblauch, C., Byker, E.J., Batista, L., Carroll, S., Cox, S., Grimes, M., Hawley, R. J., Hawkins, J., Heafner, T., Jacobi, M., Kim, S.,

Littlejohn, G., **Merry, J.,** Northey, E., Proctor, A., & **Sinclair, K. D.** (2026, June 15-18). Global docs: Sowing the seeds of our German-American collaborations. [Conference Session]. 31st Annual German-American Symposium, Charlotte, North Carolina. https://germanamericansymposium.charlotte.edu/wp-content/uploads/sites/365/2026/06/2026-German-American-Symposium-Presentation-Summaries.pdf

Merry, J.L., Sinclair, K., Pardue, S., Beach, K., & Medina, A. (May, 2026). Exploring community-based organizations and their literacy services - An approach to connecting families, schools, and communities. Presentation at the Geographies of Childhood in Teacher Education Conference, Cluj, Romania.

Merry, J. L. (2026, April). The Motivating Factors of Self-Efficacy on Music Educator Retention. [Oral presentation] Annual University of North Carolina at Charlotte, Graduate Student Research Symposium, Charlotte, NC, United States.

Merry, J. L. (2026, April). Balancing the Chord: Examining the Self-Efficacy of Music Educators and Their Motivation Levels of Retention in North Carolina [Poster session] Annual University of North Carolina at Charlotte, Graduate Student Research Symposium, Charlotte, NC, United States.

Merry, J. L., & Gathings, N. (2026, April). Who Are We Evaluating: A content-analysis of language based on anti-colonial theory during evaluation practices. [Poster session] Annual University of North Carolina at Charlotte, Graduate Student Research Symposium, Charlotte, NC, United States.

Merry, J. (2024, April). Cross-curricular arts integration. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Neal, E., Beach, K.D., Sanchez, V., **Fitzgerald, M.,** Pazzula Jimenez, M., & Wang, J. (2024, April). Research synthesis of vocabulary instruction for students with learning disabilities, [Poster]. UNC Charlotte Cato College of Education Research Symposium, Charlotte, NC, United States.

Pardue, S., & Merry, J.L., & Sinclair, K.(2026, February). Mebane Early Literacy Center Repeated Reading Routine (RRR). Poster presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Pardue, S. (2025, February 1) -How to Responsibly Use AI to Generate Reading Passages for Student Learning and Assessment. Poster presented at the annual Meban Early Literacy Summit, Charlotte, NC, United States.

Pardue, S. (2025, February 6) -How to Responsibly Use AI to Generate Reading Passages for Student Learning and Assessment. Poster presented at the North Carolina Council for Exceptional Children Conference, Raleigh, NC, United States.

Pardue, S.D. (2024, April 27). Prior Knowledge: Activate! [Conference Session].Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Pardue, S. & Beach, K.D. (2024, April). Activating prior knowledge of high school students through concept maps [Poster]. UNC Charlotte Cato College of Education Research Symposium, Charlotte, NC, United States.

Pardue, S. & Beach, K.D. (2024, August 15). AI generated narrative passages: Readability measures an culturally responsive implications [Poster]. UNC Charlotte Doctoral Student Open House. Charlotte, NC, United States.

Pardue, S., Merry, J.L., Sinclair, K.(2026, February).Mebane Early Literacy Center Repeated Reading Routine (RRR). Poster presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Pierce, A., Mallette, M., **Washburn, E. K.,** & Fenty, N. (2023, December). Humanizing Literacy Data-Based Decisions Making. Paper session presentation at the annual meeting of the Literacy Research Association, Atlanta, GA.

Pilonieta, P., Stewart, A.A., Washburn, E.K., Hart, B., & **Putman, M.** (2025, December). A Peek at Small Group Reading Instruction After Completion of Science of Reading Professional Development. Paper session presentation at the annual meeting of the Literacy Research Association, Las Vegas, NV.

Preston, A., Fitzgerald, M., Beach, K., & Merry, J. (2026, April). MELC Repeated Reading Routine for Families. Presentation at the STEAM Expo, Charlotte, NC, United States.

Preston, A. (2025, February 1). Overview of the New Tool - MELC Repeated Reading Routine. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Preston, A. (2025, April 29). "Sentenced" by Stephen and Ayesha Curry Community Impact Film Screening. Invited panel presentation. Unlocking Hope for Children's Literacy in Mecklenburg County, Charlotte, NC, United States.

Preston, A. Fitzgerald, M., Beach, K. & Merry, J. (2025, April). MELC Repeated Reading Routine for Families. Presentation at the STEAM Expo, Charlotte, NC, United States.

Rierson, J. (2025, February 1). Yes, They Can Write: Using Self Regulated Strategy in Writing Instruction for All Students. Poster Presentation at the annual Mebane Early Literacy Summit. Charlotte, NC, United States.

Ring, J., Safar, L., **Cartwright, K. B**., & Rollins, L. A. (2025, April). ERP correlates of reading-specific executive function in adults. Poster accepted for presentation at the annual meeting of the Southeastern Psychological Association, Atlanta, GA. (First Place in the CEPO/Psi Chi Distinguished Undergraduate Research Poster competition; selected from 345 undergraduate posters)

Safar, L., Ring, J., **Cartwright, K. B**., & Rollins, L. A. (2025, April). Electrophysiological investigation of phonological incongruity detection in reading-specific executive function. Poster accepted for presentation at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Schmid, A., Deez, G., **Cartwright, K. B.**, & Cook, J. (2025, November). Everyday literacy with Phoebe and Jay: Strengthening functional literacy in early childhood with PBS KIDS Media. Panel presentation at the annual meeting of the National Association for the Education of Young Children, Orlando, Florida.

Shaw, A., Ivy, R., & Gilliam, A. (February 2026). The role of interactive read-aloud in literacy development. Poster presented at the annual summit of the Mebane Early Literacy Center, Charlotte, NC.

Sinclair, K., Merry, J.L., & Pardue, S. (2025, September). Linking Literacy and Community: A Research-Informed Approach to Inclusive Urban Education. Presentation at the Geographies of Childhood in Teacher Education Conference, Oslo, Norway.

Sinclair, K.D., Pardue, S., & Merry, J. (2025, June 12-13). Investigating community-based organizations to provide literacy services. [Poster session]. 9th Annual North Carolina Inclusion Summit, Charlotte, NC, United States. https://docs.google.com/document/d/1duZZRi9Bb_XJUIgQ6C6vv7BvFjb_T1bI/edit

Sinclair, K.D., Pardue, S., & Merry, J. (2025, June 12-13). Connecting families with community resources: A guide for educators, families, and service providers. [Conference session]. 9th Annual North Carolina Inclusion Summit, Charlotte, NC, United States. https://docs.google.com/document/d/1duZZRi9Bb_XJUIgQ6C6vv7BvFjb_T1bI/edit

Sinclair, K., Pardue, S., Merry, J. L., Neal, E. (2025, April). An Inquiry Into Community Literacy Support. Poster presented at the University of North Carolina at Charlotte, College of Education Research Symposium, Charlotte, NC, United States.

Sinclair, K., Merry, J.L., Neal, E., Price, L., (2025, February 6) - Literacy for All:Aligning Community Support with School Services. Poster presented at the North Carolina Council for Exceptional Children Conference, Raleigh, NC, United States.

Sinclair, K., Pardue, S., Merry, J.L., Price, L. (2025, February 1) - Literacy for All:Aligning Community Support with School Services. Presentation at the annual Mebane Early Literacy Summit, Charlotte, NC, United States.

Washburn, E.K. (2024, April). Using summer to accelerate reading achievement. Presentation at Just Right Reader Webinar Series.

Washburn, E. K., Fitzgerald, M. S. (December, 2023). Architecture of a Summer Reading Camp Research-Practice Partnership: Negotiating Shared Goals [Building a Collaborative Literacy Research Architecture Through Meaningful Research Practice Partnerships]. Alternative format presentation at the annual meeting of the Literacy Research Association, Atlanta, GA.

Washburn, E. K., Fitzgerald, M. S., Gesel, S. A., Beach, K. D., Kingsbery, C. (2023, July). Bridging opportunity gaps in reading and literacy through summer reading instruction: Impact of a tailored summer reading intervention on the foundational reading skills of economically and culturally diverse students in grades 1-4. Presented at the annual meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.

Washburn, E. K., Fitzgerald, M. S., Gesel, S. A., Beach, K. D., & Kingsbery, C. R. (2023, July). Impact of a Tailored Summer Reading Intervention on the Foundational Reading Skills of Economically and Culturally Diverse Students in Grades 1-4. In E. K. Washburn (Chair) and D. Reed (Discussant), Bridging opportunity gaps in reading and literacy through summer reading instruction [Symposium]. 30th Annual Meeting of the Society for the Scientific Study of Reading, Port Douglas, Australia.

Washburn, E.K., Gesel, S.A., Kingsbery, C., Connors, T., & Dash, L. (2023, April). Using data to forge new paths through tailored literacy interventions. Presentation at the annual UNC Charlotte Literacy Summit.

Washburn, E. K., Pilonieta, P., Stewart, A.A., & Hart, B. (2025, July). The impact of LETRS professional development on teacher knowledge and practice. In K. Lambright (Chair), Improving literacy knowledge in schools: Supporting principals, coaches, inservice and

preservice teachers [Symposium]. 32nd Annual Meeting of the Society for the Scientific Study of Reading, Calgary, Canada.

Whittingham, C. E., & **Pilonieta, P.** (2023). The Matthew Effect of Accumulated Advantage: Mitigated by Professional Development? Roundtable presented at the Annual Conference of the Literacy Research Association, Atlanta, GA.