

## 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., & 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 [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>

**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>

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.

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

**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>

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.**, **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., 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., **Pilioneta, 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-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.

**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.

**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., & 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.

**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.

**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.** (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.

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.

**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.

**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\\_T1bl/edit](https://docs.google.com/document/d/1duZZRi9Bb_XJUIgQ6C6vv7BvFjb_T1bl/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\\_T1bl/edit](https://docs.google.com/document/d/1duZZRi9Bb_XJUIgQ6C6vv7BvFjb_T1bl/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.

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.