

# Richard C Anderson

## List of Publications by Year in descending order

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136  
papers

13,090  
citations

29994

54  
h-index

24179

110  
g-index

137  
all docs

137  
docs citations

137  
times ranked

3708  
citing authors

#	ARTICLE	IF	CITATIONS
1	Recall of previously unrecalable information following a shift in perspective. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1978, 17, 1-12.	3.8	788
2	How Many Words Are There in Printed School English?. <i>Reading Research Quarterly</i> , 1984, 19, 304.	1.8	787
3	Learning Words from Context. <i>Reading Research Quarterly</i> , 1985, 20, 233.	1.8	696
4	Growth in Reading and How Children Spend Their Time Outside of School. <i>Reading Research Quarterly</i> , 1988, 23, 285-303.	1.8	536
5	Morphological Awareness and Learning to Read: A Cross-Language Perspective. <i>Educational Psychologist</i> , 2006, 41, 161-180.	4.7	514
6	Learning Word Meanings From Context During Normal Reading. <i>American Educational Research Journal</i> , 1987, 24, 237-270.	1.6	474
7	Properties of School Chinese: Implications for Learning to Read. <i>Child Development</i> , 2003, 74, 27-47.	1.7	461
8	Taking different perspectives on a story.. <i>Journal of Educational Psychology</i> , 1977, 69, 309-315.	2.1	435
9	Frameworks for Comprehending Discourse. <i>American Educational Research Journal</i> , 1977, 14, 367-381.	1.6	427
10	Some Reflections on the Acquisition of Knowledge. <i>Educational Researcher</i> , 1984, 13, 5-10.	3.3	382
11	A Cross-Cultural Perspective on Reading Comprehension. <i>Reading Research Quarterly</i> , 1979, 15, 10.	1.8	284
12	On putting apples into bottles "A problem of polysemy. <i>Cognitive Psychology</i> , 1975, 7, 167-180.	0.9	278
13	How to Construct Achievement Tests to Assess Comprehension. <i>Review of Educational Research</i> , 1972, 42, 145-170.	4.3	256
14	Development of morphological awareness in Chinese and English. <i>Reading and Writing</i> , 2003, 16, 399-422.	1.0	247
15	Schemata as Scaffolding for the Representation of Information in Connected Discourse. <i>American Educational Research Journal</i> , 1978, 15, 433-440.	1.6	238
16	Role of Radical Awareness in the Character and Word Acquisition of Chinese Children. <i>Reading Research Quarterly</i> , 1997, 32, 78-89.	1.8	234
17	Patterns of Discourse in Two Kinds of Literature Discussion. <i>Reading Research Quarterly</i> , 2001, 36, 378-411.	1.8	218
18	Influence of Oral Discussion on Written Argument. <i>Discourse Processes</i> , 2001, 32, 155-175.	1.1	193

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19	On Asking People Questions about What They are Reading. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1975, 9, 89-132.	0.5	192
20	The Snowball Phenomenon: Spread of Ways of Talking and Ways of Thinking Across Groups of Children. <i>Cognition and Instruction</i> , 2001, 19, 1-46.	1.9	192
21	Collaborative reasoning: a dialogic approach to group discussions. <i>Cambridge Journal of Education</i> , 2009, 39, 29-48.	1.6	184
22	Instantiation of general terms. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1976, 15, 667-679.	3.8	181
23	Cultural Schemata and Reading Comprehension. <i>Reading Research Quarterly</i> , 1982, 17, 353.	1.8	160
24	Morphological Families in the Internal Lexicon. <i>Reading Research Quarterly</i> , 1989, 24, 262.	1.8	151
25	Effects of three types of inserted questions on learning from prose.. <i>Journal of Educational Psychology</i> , 1971, 62, 387-394.	2.1	133
26	Phonetic awareness: Knowledge of orthography-phonology relationships in the character acquisition of Chinese children.. <i>Journal of Educational Psychology</i> , 2000, 92, 56-62.	2.1	130
27	Control of Student Mediating Processes During Verbal Learning and Instruction. <i>Review of Educational Research</i> , 1970, 40, 349-369.	4.3	128
28	The Acquisition of Morphology: Learning the Contribution of Suffixes to the Meanings of Derivatives. <i>Journal of Literacy Research</i> , 1993, 25, 155-170.	0.6	128
29	Effects of Vocabulary Difficulty, Text Cohesion, and Schema Availability on Reading Comprehension. <i>Reading Research Quarterly</i> , 1983, 18, 277.	1.8	124
30	Collaborative Reasoning: Expanding Ways for Children to Talk and Think in School. <i>Educational Psychology Review</i> , 2003, 15, 181-198.	5.1	116
31	On the Logical Integrity of Children's Arguments. <i>Cognition and Instruction</i> , 1997, 15, 135-167.	1.9	115
32	Influence of a Teacher's Scaffolding Moves During Child-Led Small-Group Discussions. <i>American Educational Research Journal</i> , 2011, 48, 194-230.	1.6	115
33	A context-sensitive representation of word meanings. <i>Memory and Cognition</i> , 1976, 4, 378-383.	0.9	114
34	Feedback procedures in programmed instruction.. <i>Journal of Educational Psychology</i> , 1971, 62, 148-156.	2.1	110
35	Beyond Cross-Language Transfer: Reconceptualizing the Impact of Early Bilingualism on Phonological Awareness. <i>Scientific Studies of Reading</i> , 2010, 14, 365-385.	1.3	109
36	The Structure of Discussions that Promote Reasoning. <i>Teachers College Record</i> , 1998, 100, 315-368.	0.4	106

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37	Phonological Awareness of Bilingual and Monolingual Chinese Children.. Journal of Educational Psychology, 2004, 96, 142-151.	2.1	101
38	Influence of questions on the allocation of attention during reading.. Journal of Educational Psychology, 1982, 74, 623-632.	2.1	100
39	Incidental Acquisition of Word Meaning from Expositions with Varied Text Features. Reading Research Quarterly, 1987, 22, 263.	1.8	94
40	Morphological Awareness and Chinese Children's Literacy Development: An Intervention Study. Scientific Studies of Reading, 2009, 13, 26-52.	1.3	94
41	Explicit instruction in orthographic structure and word morphology helps Chinese children learn to write characters. Reading and Writing, 2006, 19, 457-487.	1.0	93
42	Incidental Learning of Word Meanings While Reading: A Chinese and American Cross-Cultural Study. Reading Research Quarterly, 1995, 30, 76.	1.8	90
43	Reading instruction in China. Journal of Curriculum Studies, 1999, 31, 571-586.	1.2	89
44	Effects of the reader's schema at different points in time.. Journal of Educational Psychology, 1983, 75, 271-279.	2.1	74
45	Learning to See the Patterns in Chinese Characters. Scientific Studies of Reading, 2013, 17, 41-56.	1.3	74
46	Imagery and prose learning.. Journal of Educational Psychology, 1972, 63, 242-243.	2.1	72
47	Discourse Patterns During Children's Collaborative Online Discussions. Journal of the Learning Sciences, 2007, 16, 333-370.	2.0	71
48	Emergent Leadership in Children's Discussion Groups. Cognition and Instruction, 2007, 25, 1-2.	1.9	69
49	Depth of processing and interference effects in the learning and remembering of sentences.. Journal of Educational Psychology, 1978, 70, 626-635.	2.1	66
50	Use of partial information in learning to read Chinese characters.. Journal of Educational Psychology, 2003, 95, 52-57.	2.1	64
51	Imagery and sentence learning.. Journal of Educational Psychology, 1971, 62, 526-530.	2.1	63
52	Learning Concepts from Definitions. American Educational Research Journal, 1972, 9, 385-390.	1.6	63
53	Distribution of reading time when questions are asked about a restricted category of text information.. Journal of Educational Psychology, 1979, 71, 183-190.	2.1	58
54	Enhancing motivation and engagement through collaborative discussion.. Journal of Educational Psychology, 2013, 105, 622-632.	2.1	58

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55	Effects on Text Comprehension of Differing Proportions and Locations of Difficult Vocabulary. <i>Journal of Literacy Research</i> , 1983, 15, 19-39.	0.6	57
56	Effects of early bilingualism on learning phonological regularities in a new language. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 455-467.	0.7	56
57	Collaborative Reasoning in China and Korea. <i>Reading Research Quarterly</i> , 2008, 43, 400-424.	1.8	55
58	Allocation of Attention During Reading. <i>Advances in Psychology</i> , 1982, , 292-305.	0.1	53
59	The Reading Group: An Experimental Investigation of a Labyrinth. <i>Reading Research Quarterly</i> , 1984, 20, 6.	1.8	52
60	Cross-language transfer of insight into the structure of compound words. <i>Reading and Writing</i> , 2010, 23, 311-336.	1.0	52
61	A Metacognitive Approach to Phonics. <i>Remedial and Special Education</i> , 1988, 9, 36-41.	1.7	49
62	On the representation of meanings of general terms.. <i>Journal of Experimental Psychology</i> , 1973, 101, 301-306.	1.5	46
63	Visual Chunking Skills of Hong Kong Children. <i>Reading and Writing</i> , 2005, 18, 437-454.	1.0	46
64	Measuring argumentative reasoning: What's behind the numbers?. <i>Learning and Individual Differences</i> , 2009, 19, 219-224.	1.5	40
65	The Effects of Strong Formal Prompts in Programed Instruction. <i>American Educational Research Journal</i> , 1967, 4, 345-352.	1.6	37
66	Meaningful processing of sentences.. <i>Journal of Educational Psychology</i> , 1971, 62, 395-399.	2.1	37
67	Chinese Children's Use of Subcharacter Information About Pronunciation.. <i>Journal of Educational Psychology</i> , 2005, 97, 572-579.	2.1	37
68	Language-rich discussions for English language learners. <i>International Journal of Educational Research</i> , 2013, 58, 44-60.	1.2	36
69	Can first graders learn an advanced problem-solving skill?. <i>Journal of Educational Psychology</i> , 1965, 56, 283-294.	2.1	35
70	Less is more: Teachers's™ influence during peer collaboration.. <i>Journal of Educational Psychology</i> , 2015, 107, 609-629.	2.1	35
71	The Role of Morphological Awareness in Learning to Read chinese. , 2002, , 59-86.		34
72	Six Teachers' Dialogue during Cognitive Process Instruction. <i>Elementary School Journal</i> , 1993, 93, 277-304.	0.9	33

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73	The representation of sentences in memory. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1981, 20, 369-385.	3.8	32
74	Improving Children's Competence as Decision Makers. <i>American Educational Research Journal</i> , 2016, 53, 194-223.	1.6	31
75	Encoding processes in the storage and retrieval of sentences.. <i>Journal of Experimental Psychology</i> , 1971, 91, 338-340.	1.5	29
76	The role of tone awareness and pinyin knowledge in Chinese reading. <i>Writing Systems Research</i> , 2011, 3, 59-68.	0.2	29
77	Situated Actions During Reading Lessons: A Microanalysis of Oral Reading Error Episodes. <i>American Educational Research Journal</i> , 1993, 30, 361-392.	1.6	28
78	Development of Phonological Awareness in Bilingual Chinese Children. <i>Journal of Psycholinguistic Research</i> , 2008, 37, 405-418.	0.7	28
79	Emergent Leadership in Children's Cooperative Problem Solving Groups. <i>Cognition and Instruction</i> , 2017, 35, 212-235.	1.9	28
80	Hierarchical semantic organization in 6-year-olds. <i>Journal of Experimental Child Psychology</i> , 1975, 19, 544-553.	0.7	26
81	Two faces of the conceptual peg hypothesis.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1977, 3, 142-149.	1.7	26
82	Children's Use of Analogy During Collaborative Reasoning. <i>Child Development</i> , 2012, 83, 1429-1443.	1.7	26
83	Facets of Metalinguistic Awareness that Contribute to Chinese Literacy. , 2002, , 87-106.		26
84	Effects of incidental material in a programmed Russian vocabulary lesson.. <i>Journal of Educational Psychology</i> , 1967, 58, 3-10.	2.1	25
85	Substance Recall of Sentences. <i>The Quarterly Journal of Experimental Psychology</i> , 1974, 26, 530-541.	1.2	24
86	A Microanalysis of the Small-Group, Guided Reading Lesson: Effects of an Emphasis on Global Story Meaning. <i>Reading Research Quarterly</i> , 1991, 26, 417.	1.8	23
87	The development of young Chinese children's morphological awareness: The role of semantic relatedness and morpheme type. <i>Applied Psycholinguistics</i> , 2013, 34, 45-67.	0.8	23
88	Response competition in the forgetting of paired associates. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1971, 10, 29-34.	3.8	22
89	Social influences on children's development of relational thinking during small-group discussions. <i>Contemporary Educational Psychology</i> , 2015, 41, 83-97.	1.6	22
90	Serial position and rated importance in the recall of text. <i>Discourse Processes</i> , 1986, 9, 31-36.	1.1	21

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91	Properties of attention during reading lessons.. Journal of Educational Psychology, 1992, 84, 160-173.	2.1	20
92	Stages in learning to pronounce Chinese characters. Psychology in the Schools, 2003, 40, 115-124.	1.1	20
93	Stages in Chinese children's reading of English words.. Journal of Educational Psychology, 2007, 99, 852-866.	2.1	20
94	A computer based study management system1. Educational Psychologist, 1974, 11, 36-45.	4.7	19
95	An experimental evaluation of a computer based study management system1. Educational Psychologist, 1975, 11, 184-190.	4.7	19
96	Instantiation of Word Meanings in Children. Journal of Literacy Research, 1978, 10, 149-157.	0.6	19
97	Influence of Cultural Norms and Collaborative Discussions on Children's Reflective Essays. Discourse Processes, 2011, 48, 501-528.	1.1	19
98	Effects of teacher framing on student engagement during collaborative reasoning discussions. Contemporary Educational Psychology, 2017, 51, 253-266.	1.6	18
99	Programmed introduction to psychology versus text-book style summary of the same lesson.. Journal of Educational Psychology, 1968, 59, 381-387.	2.1	18
100	"Overprompting" in Programmed Instruction.. Journal of Educational Psychology, 1968, 59, 88-93.	2.1	17
101	Instructional discourse and argumentative writing. International Journal of Educational Research, 2018, 90, 234-247.	1.2	17
102	Retroactive inhibition of prose as a function of the type of test.. Journal of Educational Psychology, 1972, 63, 303-308.	2.1	16
103	Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects. American Educational Research Journal, 1988, 25, 127-144.	1.6	16
104	The effects of reading to prepare for argumentative discussion on cognitive engagement and conceptual growth. Learning and Instruction, 2014, 33, 67-80.	1.9	16
105	Orthographic consistency and individual learner differences in second language literacy acquisition. Reading and Writing, 2016, 29, 1409-1434.	1.0	16
106	Children's Moral Reasoning: Influence of Culture and Collaborative Discussion. Journal of Cognition and Culture, 2013, 13, 503-522.	0.1	15
107	Semantic organization and retrieval of information from sentences. Journal of Verbal Learning and Verbal Behavior, 1972, 11, 794-800.	3.8	14
108	Concurrent student-managed discussions in a large class. International Journal of Educational Research, 2009, 48, 352-367.	1.2	14

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109	Chinese children's concept of word. <i>Writing Systems Research</i> , 2011, 3, 41-57.	0.2	14
110	Effects of Argument Scaffolding and Source Credibility on Science Text Comprehension. <i>Journal of Experimental Education</i> , 2014, 82, 264-282.	1.6	14
111	Insight into the structure of compound words among speakers of Chinese and English. <i>Applied Psycholinguistics</i> , 2012, 33, 753-779.	0.8	13
112	Effects of practice time within prompting and confirmation presentation procedures on paired associate learning. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1968, 7, 613-616.	3.8	12
113	Chinese Children's Incidental Learning of Word Meanings. <i>Contemporary Educational Psychology</i> , 2001, 26, 249-266.	1.6	12
114	Sociocognitive Processes in Guided Silent Reading: A Microanalysis of Small-Group Lessons. <i>Reading Research Quarterly</i> , 1995, 30, 710.	1.8	11
115	Chinese Reading Development in Monolingual and Bilingual Learners: Introduction to the Special Issue. <i>Scientific Studies of Reading</i> , 2013, 17, 1-4.	1.3	11
116	Definite Descriptions and Semantic Memory*. <i>Cognitive Science</i> , 1977, 1, 74-83.	0.8	10
117	Children's Productive Use of Academic Vocabulary. <i>Discourse Processes</i> , 2017, 54, 40-61.	1.1	9
118	Shared-Book Reading in China. , 2002, , 131-155.		8
119	Children's engagement during collaborative learning and direct instruction through the lens of participant structure. <i>Contemporary Educational Psychology</i> , 2022, 69, 102061.	1.6	8
120	Influence of Collaborative Reasoning discussions on metadiscourse in children's essays. <i>Text and Talk</i> , 2016, 36, .	0.2	7
121	Do Errors on Classroom Reading Tasks Slow Growth in Reading?. <i>Elementary School Journal</i> , 1988, 88, 267-280.	0.9	6
122	Inferences About Word Meanings. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 1990, 25, 1-16.	0.5	6
123	Instructional influences on English language learners' storytelling. <i>Learning and Instruction</i> , 2017, 49, 64-80.	1.9	6
124	Part-Task Versus Whole-Task Procedures for Teaching a Problem-Solving Skill to First Graders.. <i>Journal of Educational Psychology</i> , 1968, 59, 207-214.	2.1	5
125	Retroactive inhibition in free recall as a function of first- and second-list organization.. <i>Journal of Experimental Psychology</i> , 1969, 81, 595-597.	1.5	5
126	Thematic prompting in paired-associate learning.. <i>Journal of Educational Psychology</i> , 1971, 62, 315-321.	2.1	5



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127	Reflections on collaborative discourse, argumentation, and learning. Contemporary Educational Psychology, 2008, 33, 443-448.	1.6	5
128	Learning principles from text.. Journal of Educational Psychology, 1973, 64, 26-30.	2.1	4
129	Organizational Strategy and Retroactive Inhibition in Free Recall. American Journal of Psychology, 1974, 87, 609.	0.5	4
130	Item-Specific Interference and List Discrimination in Free Recall. Journal of General Psychology, 1976, 95, 21-31.	1.6	3
131	Children's book-reading habits: A new criterion for literacy. Book Research Quarterly, 1986, 2, 72-84.	0.1	3
132	Much Ado About Next to Nothing: A Rejoinder to Ausubel. American Educational Research Journal, 1981, 18, 271-272.	1.6	1
133	Child Leaders in Collaborative Groups. , 0, , .		1
134	Promoting academic talk through Collaborative Reasoning. , 2018, , 12-27.		1
135	Morphological Instruction and Teacher Training. , 2002, , 157-173.		1
136	Influence of Oral Discussion on Written Argument. , 2002, , 155-176.		0