

Steve Graham

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5603351/publications.pdf>

Version: 2024-02-01

171
papers

15,120
citations

15504
65
h-index

20961
115
g-index

172
all docs

172
docs citations

172
times ranked

2983
citing authors

#	ARTICLE	IF	CITATIONS
1	A meta-analysis of writing instruction for adolescent students.. Journal of Educational Psychology, 2007, 99, 445-476.	2.9	902
2	A meta-analysis of writing instruction for students in the elementary grades.. Journal of Educational Psychology, 2012, 104, 879-896.	2.9	505
3	Role of mechanics in composing of elementary school students: A new methodological approach.. Journal of Educational Psychology, 1997, 89, 170-182.	2.9	418
4	The Role of Self-Regulation and Transcription Skills in Writing and Writing Development. Educational Psychologist, 2000, 35, 3-12.	9.0	413
5	Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. Contemporary Educational Psychology, 2005, 30, 207-241.	2.9	379
6	Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy Development With and Without Peer Support. American Educational Research Journal, 2006, 43, 295-340.	2.7	340
7	Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. Harvard Educational Review, 2011, 81, 710-744.	0.9	334
8	Primary grade writing instruction: A national survey.. Journal of Educational Psychology, 2008, 100, 907-919.	2.9	318
9	Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers.. Journal of Educational Psychology, 2000, 92, 620-633.	2.9	302
10	Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition.. Journal of Educational Psychology, 1997, 89, 652-666.	2.9	301
11	A Revised Writer(s)-Within-Community Model of Writing. Educational Psychologist, 2018, 53, 258-279.	9.0	282
12	Components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy.. Journal of Educational Psychology, 1989, 81, 353-361.	2.9	274
13	The role of production factors in learning disabled students' compositions.. Journal of Educational Psychology, 1990, 82, 781-791.	2.9	262
14	Teaching Writing to Elementary Students in Grades 4â€“6: A National Survey. Elementary School Journal, 2010, 110, 494-518.	1.4	258
15	A review of handwriting research: Progress and prospects from 1980 to 1994. Educational Psychology Review, 1996, 8, 7-87.	8.4	253
16	Learning Disabled Students' Composing Under Three Methods of Text Production. Journal of Special Education, 1987, 21, 22-42.	1.7	242
17	Teaching writing to high school students: A national survey.. Journal of Educational Psychology, 2009, 101, 136-160.	2.9	236
18	Teaching spelling and composition alone and together: Implications for the simple view of writing.. Journal of Educational Psychology, 2002, 94, 291-304.	2.9	229

#	ARTICLE	IF	CITATIONS
19	A meta-analysis of single subject design writing intervention research.. Journal of Educational Psychology, 2008, 100, 879-906.	2.9	210
20	Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. Reading and Writing, 2014, 27, 1703-1743.	1.7	206
21	Development of Handwriting Speed and Legibility in Grades 1â€“9. Journal of Educational Research, 1998, 92, 42-52.	1.6	204
22	Formative Assessment and Writing. Elementary School Journal, 2015, 115, 523-547.	1.4	198
23	The Process Writing Approach: A Meta-analysis. Journal of Educational Research, 2011, 104, 396-407.	1.6	197
24	Direct teaching, strategy instruction, and strategy instruction with explicit self-regulation: Effects on the composition skills and self-efficacy of students with learning disabilities.. Journal of Educational Psychology, 1992, 84, 340-352.	2.9	191
25	Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms.. Journal of Educational Psychology, 2002, 94, 687-698.	2.9	187
26	Knowledge of Writing and the Composing Process, Attitude Toward Writing, and Self-Efficacy for Students With and Without Learning Disabilities. Journal of Learning Disabilities, 1993, 26, 237-249.	2.2	180
27	The structural relationship between writing attitude and writing achievement in first and third grade students. Contemporary Educational Psychology, 2007, 32, 516-536.	2.9	173
28	Contribution of spelling instruction to the spelling, writing, and reading of poor spellers.. Journal of Educational Psychology, 2002, 94, 669-686.	2.9	166
29	Changing How Writing Is Taught. Review of Research in Education, 2019, 43, 277-303.	1.6	165
30	Writing and Writing Instruction for Students with Learning Disabilities: Review of a Research Program. Learning Disability Quarterly, 1991, 14, 89-114.	1.3	164
31	Handwriting and Spelling Instruction for Students with Learning Disabilities: A Review. Learning Disability Quarterly, 1999, 22, 78-98.	1.3	164
32	Self-Monitoring of Attention Versus Self-Monitoring of Academic Performance. Journal of Special Education, 2005, 39, 145-157.	1.7	163
33	Programmatic Intervention Research: Illustrations from the Evolution of Self-Regulated Strategy Development. Learning Disability Quarterly, 1999, 22, 251.	1.3	160
34	Improving the Writing Performance of Young Struggling Writers. Journal of Special Education, 2005, 39, 19-33.	1.7	158
35	Research-Based Writing Practices and the Common Core. Elementary School Journal, 2015, 115, 498-522.	1.4	152
36	A Meta-Analysis of Writing Interventions for Students With Learning Disabilities. Exceptional Children, 2014, 80, 454-473.	2.2	138

#	ARTICLE	IF	CITATIONS
37	How do primary grade teachers teach handwriting? A national survey. Reading and Writing, 2008, 21, 49-69.	1.7	130
38	The relationship between the discourse knowledge and the writing performance of elementary-grade students.. Journal of Educational Psychology, 2009, 101, 37-50.	2.9	130
39	A Comprehensive Meta-analysis of Handwriting Instruction. Educational Psychology Review, 2016, 28, 225-265.	8.4	124
40	Teaching writing to middle school students: a national survey. Reading and Writing, 2014, 27, 1015-1042.	1.7	123
41	Word processing programs and weaker writers/readers: a meta-analysis of research findings. Reading and Writing, 2012, 25, 641-678.	1.7	122
42	The Effects of Peer-Assisted Sentence-Combining Instruction on the Writing Performance of More and Less Skilled Young Writers.. Journal of Educational Psychology, 2005, 97, 43-54.	2.9	121
43	Early intervention for spelling problems: Teaching functional spelling units of varying size with a multiple-connections framework.. Journal of Educational Psychology, 1998, 90, 587-605.	2.9	119
44	Reading for Writing: A Meta-Analysis of the Impact of Reading Interventions on Writing. Review of Educational Research, 2018, 88, 243-284.	7.5	118
45	Writing Characteristics of Students With Learning Disabilities and Typically Achieving Peers. Exceptional Children, 2017, 83, 199-218.	2.2	114
46	Improving Learning Disabled Students' Composition Skills: Self-Control Strategy Training. Learning Disability Quarterly, 1985, 8, 27-36.	1.3	112
47	Teacher Efficacy in Writing: A Construct Validation With Primary Grade Teachers. Scientific Studies of Reading, 2001, 5, 177-202.	2.0	111
48	Effects of goal setting and procedural facilitation on the revising behavior and writing performance of students with writing and learning problems.. Journal of Educational Psychology, 1995, 87, 230-240.	2.9	110
49	Self-regulated strategy development in writing: Premises, evolution, and the future. British Journal of Educational Psychology, 2009, , .	2.9	107
50	Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems.. Journal of Educational Psychology, 1999, 91, 230-240.	2.9	106
51	Improving Learning Disabled Students' Skills at revising Essays Produced on a Word Processor. Journal of Special Education, 1988, 22, 133-152.	1.7	105
52	Primary grade teachers' instructional adaptations for struggling writers: A national survey.. Journal of Educational Psychology, 2003, 95, 279-292.	2.9	105
53	Practice-Based Professional Development for Self-Regulated Strategies Development in Writing. Journal of Teacher Education, 2012, 63, 103-119.	3.5	105
54	The Effects of Writing on Learning in Science, Social Studies, and Mathematics: A Meta-Analysis. Review of Educational Research, 2020, 90, 179-226.	7.5	103

#	ARTICLE	IF	CITATIONS
55	Executive control in the revising of students with learning and writing difficulties.. Journal of Educational Psychology, 1997, 89, 223-234.	2.9	98
56	Third and fourth grade teacherâ€™s classroom practices in writing: a national survey. Reading and Writing, 2016, 29, 929-954.	1.7	92
57	Incorporating Strategy Instruction Within the Writing Process in the Regular Classroom: Effects on the Writing of Students with and without Learning Disabilities. Journal of Literacy Research, 1993, 25, 295-322.	0.6	91
58	Practice-based professional development and Self-Regulated Strategy Development for Tier 2, at-risk writers in second grade. Contemporary Educational Psychology, 2015, 40, 5-16.	2.9	89
59	Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Metaâ€™Analysis. Reading Research Quarterly, 2018, 53, 279-304.	3.3	88
60	It Is More Than Just the Message: Presentation Effects in Scoring Writing. Focus on Exceptional Children, 2011, 44, .	0.7	86
61	Knowledge of Revision and Revising Behavior among Students with Learning Disabilities. Learning Disability Quarterly, 1991, 14, 61-73.	1.3	80
62	High school teachers use of writing to support studentsâ€™ learning: a national survey. Reading and Writing, 2014, 27, 1043-1072.	1.7	80
63	It Can Be Taught, But It Does Not Develop Naturally: Myths and Realities In Writing Instruction. School Psychology Review, 1997, 26, 414-424.	3.0	80
64	The state of educational intervention research as viewed through the lens of literacy intervention. British Journal of Educational Psychology, 2006, 76, 1-19.	2.9	77
65	Primary Grade Teachers' Theoretical Orientations Concerning Writing Instruction: Construct Validation and a Nationwide Survey. Contemporary Educational Psychology, 2002, 27, 147-166.	2.9	74
66	Teaching Spelling in the Primary Grades: A National Survey of Instructional Practices and Adaptations. American Educational Research Journal, 2008, 45, 796-825.	2.7	73
67	The Relationship among Strategic Writing Behavior, Writing Motivation, and Writing Performance with Young, Developing Writers. Elementary School Journal, 2017, 118, 82-104.	1.4	72
68	Evaluation of a Writing Instruction Model that Integrated a Process Approach, Strategy Instruction, and Word Processing. Learning Disability Quarterly, 1995, 18, 278-291.	1.3	69
69	Should the natural learning approach replace spelling instruction?. Journal of Educational Psychology, 2000, 92, 235-247.	2.9	69
70	The contribution of executive control to the revising by students with writing and learning difficulties.. Journal of Educational Psychology, 1998, 90, 448-460.	2.9	66
71	HANDWRITING RESEARCH AND PRACTICE: A UNIFIED APPROACH. Focus on Exceptional Children, 1980, 13, .	0.7	64
72	Teaching Spelling to Children with Specific Learning Disabilities: The Mind's Ear and Eye Beat the Computer or Pencil. Learning Disability Quarterly, 1998, 21, 106-122.	1.3	63

#	ARTICLE	IF	CITATIONS
73	The Relationship between Writing Knowledge and Writing Performance among More and Less Skilled Writers. Reading and Writing Quarterly, 2007, 23, 231-247.	1.4	60
74	Writing Characteristics of Students with Attention Deficit Hyperactive Disorder: A Meta-Analysis. Learning Disabilities Research and Practice, 2016, 31, 75-89.	1.1	60
75	COMPOSITION RESEARCH AND PRACTICE: A UNIFIED APPROACH. Focus on Exceptional Children, 1982, 14, .	0.7	59
76	Illuminating growth and struggles using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. Reading and Writing, 2016, 29, 1105-1140.	1.7	58
77	The Sciences of Reading and Writing Must Become More Fully Integrated. Reading Research Quarterly, 2020, 55, S35.	3.3	58
78	Professional development in Self-Regulated Strategy Development: Effects on the writing performance of eighth grade Portuguese students. Contemporary Educational Psychology, 2015, 40, 17-27.	2.9	57
79	Assessing the Writing Achievement of Young Struggling Writers. Learning Disability Quarterly, 2016, 39, 72-82.	1.3	57
80	Comparing effects of different writing activities on reading comprehension: A meta-analysis. Reading and Writing, 2013, 26, 111-138.	1.7	56
81	Effective Spelling Instruction. Elementary School Journal, 1983, 83, 560-567.	1.4	54
82	The relationship of discourse and topic knowledge to fifth graders' writing performance.. Journal of Educational Psychology, 2015, 107, 391-406.	2.9	54
83	Spelling Research and Practice: A Unified Approach. Focus on Exceptional Children, 1979, 12, .	0.7	53
84	Self-Regulated Strategy Development in Writing. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 77-84.	2.4	49
85	Common core writing and language standards and aligned state assessments: a national survey of teacher beliefs and attitudes. Reading and Writing, 2016, 29, 1719-1743.	1.7	47
86	Tier 1, Teacher-Implemented Self-Regulated Strategy Development for Students With and Without Behavioral Challenges. Elementary School Journal, 2012, 113, 160-191.	1.4	46
87	Argumentative writing: theory, assessment, and instruction. Reading and Writing, 2019, 32, 1345-1357.	1.7	46
88	Conducting High Quality Writing Intervention Research: Twelve Recommendations. Journal of Writing Research, 2014, 6, 89-123.	1.2	45
89	Writing education around the globe: introduction and call for a new global analysis. Reading and Writing, 2016, 29, 781-792.	1.7	44
90	A Path to Better Writing. Reading Teacher, 2016, 69, 359-365.	0.9	40

#	ARTICLE	IF	CITATIONS
91	Issues in Handwriting Instruction. Focus on Exceptional Children, 1992, 25, .	0.7	40
92	Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade studentsâ€™ writing: A natural experiment.. Journal of Educational Psychology, 2022, 114, 1553-1566.	2.9	40
93	Fifth-Grade Students' Knowledge about Writing Process and Writing Genres. Elementary School Journal, 2013, 113, 565-588.	1.4	38
94	Language-Based Spelling Instruction: Teaching Children to Make Multiple Connections between Spoken and Written Words. Learning Disability Quarterly, 2000, 23, 117-135.	1.3	37
95	Writing Skills, Knowledge, Motivation, and Strategic Behavior Predict Studentsâ€™ Persuasive Writing Performance in the Context of Robust Writing Instruction. Elementary School Journal, 2019, 119, 487-510.	1.4	37
96	The Basic Spelling Vocabulary List. Journal of Educational Research, 1993, 86, 363-368.	1.6	36
97	Teachers use of writing to support studentsâ€™ learning in middle school: A national survey in the United States. Reading and Writing, 2016, 29, 1039-1068.	1.7	35
98	The bright and dark side of writing motivation: Effects of explicit instruction and peer assistance. Journal of Educational Research, 2019, 112, 152-167.	1.6	33
99	The roles of writing knowledge, motivation, strategic behaviors, and skills in predicting elementary studentsâ€™ persuasive writing from source material. Reading and Writing, 2019, 32, 1431-1457.	1.7	33
100	Do Children Classified With Specific Language Impairment Have a Learning Disability in Writing? A Meta-Analysis. Journal of Learning Disabilities, 2020, 53, 292-310.	2.2	33
101	The Role of Text Production Skills in Writing Development: A Special Issue - I. Learning Disability Quarterly, 1999, 22, 75-77.	1.3	32
102	Teaching writing in grades 4â€“6 in urban schools in the Greater China Region. Reading and Writing, 2016, 29, 869-902.	1.7	32
103	Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th Grade students experiencing writing difficulties. Reading and Writing, 2019, 32, 1459-1482.	1.7	32
104	The Effectiveness of Teaching 10th-Grade Students STOP, AIMS, and DARE for Planning and Drafting Persuasive Text. Exceptional Children, 2012, 78, 335-355.	2.2	31
105	Teachersâ€™ Voices: Perceptions of Effective Professional Development and Classwide Implementation of Self-Regulated Strategy Development in Writing. American Educational Research Journal, 2019, 56, 753-791.	2.7	29
106	Do writing motivational beliefs predict middle school students' writing performance?. Journal of Research in Reading, 2018, 41, 642-656.	2.0	27
107	Teachersâ€™ practices and beliefs about teaching writing: a comprehensive survey of grades 1 to 3 teachers. Reading and Writing, 2020, 33, 2511-2548.	1.7	26
108	It Is More Than Just the Message: Presentation Effects in Scoring Writing. Focus on Exceptional Children, 2011, 44, .	0.7	26

#	ARTICLE	IF	CITATIONS
109	Reasons to Write in Grade 6 and Their Association With Writing Quality. <i>Frontiers in Psychology</i> , 2019, 10, 2157.	2.1	25
110	An Examination of the Design Principles Underlying a Self-Regulated Strategy Development Study. <i>Journal of Writing Research</i> , 2018, 10, 139-187.	1.2	25
111	The Effect of Self-Instructional Procedures on LD Students' Handwriting Performance. <i>Learning Disability Quarterly</i> , 1983, 6, 231-234.	1.3	24
112	Strategy Training and Teacher- vs. Student-Controlled Study Conditions: Effects on LD Students' Spelling Performance. <i>Learning Disability Quarterly</i> , 1986, 9, 15-22.	1.3	24
113	Inaugural editorial for the <i>Journal of Educational Psychology</i> .. <i>Journal of Educational Psychology</i> , 2015, 107, 1-2.	2.9	23
114	The impact of supplemental handwriting and spelling instruction with first grade students who do not acquire transcription skills as rapidly as peers: a randomized control trial. <i>Reading and Writing</i> , 2018, 31, 1273-1294.	1.7	23
115	Teaching writing in grades 4â€“6 in urban schools in Chile: a national survey. <i>Reading and Writing</i> , 2020, 33, 2661-2696.	1.7	23
116	It takes twoâ€ The added value of structured peer-assisted writing in explicit writing instruction. <i>Contemporary Educational Psychology</i> , 2020, 60, 101835.	2.9	21
117	Use and Acceptability of Writing Adaptations for Students with Disabilities: Survey of Grade 3â€“8 Teachers. <i>Learning Disabilities Research and Practice</i> , 2017, 32, 257-269.	1.1	20
118	Throw 'em Out or Make 'em Better? State and District High-Stakes Writing Assessments. <i>Focus on Exceptional Children</i> , 2011, 44, .	0.7	19
119	Strategy Training and Teacher- vs. Student-Controllled Study Conditions: Effects on LD Students' Spelling Performance. <i>Learning Disability Quarterly</i> , 1985, 8, 267-274.	1.3	18
120	Making it Work. <i>Teaching Exceptional Children</i> , 2009, 42, 22-33.	1.0	18
121	Etiology of teacher knowledge and instructional skills for literacy at the upper elementary grades. <i>Annals of Dyslexia</i> , 2019, 69, 5-20.	1.7	18
122	Handwriting fluency and the quality of primary grade studentsâ€™ writing. <i>Reading and Writing</i> , 2022, 35, 509-538.	1.7	18
123	Teaching Writing in Grades 7â€“9 in Urban Schools in Chinese Societies in Asia. <i>Reading Research Quarterly</i> , 2018, 53, 473-507.	3.3	17
124	Development and validation of instruments to measure Portuguese third gradersâ€™ reasons to write and self-efficacy. <i>Reading and Writing</i> , 2020, 33, 2173-2204.	1.7	16
125	Teaching writing in the primary grades in Norway: a national survey. <i>Reading and Writing</i> , 2021, 34, 529-563.	1.7	16
126	Effects of SRSD college entrance essay exam instruction for high school students with disabilities or at-risk for writing difficulties. <i>Reading and Writing</i> , 2019, 32, 1507-1529.	1.7	15

#	ARTICLE	IF	CITATIONS
127	Research and teaching writing. Reading and Writing, 2021, 34, 1613-1621.	1.7	15
128	Engaging Readers in the Twenty-First Century: What We Know and Need to Know More. , 2017, , 17-46.		15
129	Writing to learn in science: Effects on Grade 4 students' understanding of balance. Journal of Educational Research, 2017, 110, 366-379.	1.6	14
130	Writing motivational incentives of middle school emergent bilingual students. Reading and Writing, 2020, 33, 2361-2390.	1.7	12
131	A walk through the landscape of writing: Insights from a program of writing research. Educational Psychologist, 2022, 57, 55-72.	9.0	12
132	Improving Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions. Educational Psychology Review, 2022, 34, 889-934.	8.4	12
133	Specialized Writing Instruction for Deaf Students: A Randomized Controlled Trial. Exceptional Children, 2022, 88, 185-204.	2.2	12
134	Attention-deficit/Hyperactivity Disorder (ADHD), Learning Disabilities (LD), and executive functioning: Recommendations for future research. Contemporary Educational Psychology, 2017, 50, 97-101.	2.9	11
135	Instructional Feedback in Writing. , 0, , 145-168.		10
136	Improving literacy engagement: enablers, challenges and catering for students from disadvantaged backgrounds. Journal of Research in Reading, 2018, 41, 615-624.	2.0	10
137	Reading and Writing Connections: How Writing Can Build Better Readers (and Vice Versa). , 2017, , 333-350.		10
138	Teaching Writing to Young African American Male Students Using Evidence-Based Practices. Reading and Writing Quarterly, 2019, 35, 19-29.	1.4	9
139	Promoting transcription in third-grade classrooms: Effects on handwriting and spelling skills, composing, and motivation. Contemporary Educational Psychology, 2020, 61, 101856.	2.9	9
140	Relationships between writing motives, writing self-efficacy and time on writing among Chinese students: path models and cluster analyses. Reading and Writing, 2022, 35, 427-455.	1.7	9
141	Executive Control and the Writer(s)-Within-Community Model. , 2021, , 38-76.		9
142	Reviews of Research:Are Slanted Manuscript Alphabets Superior to the Traditional Manuscript Alphabet?. Childhood Education, 1993, 70, 91-95.	0.1	8
143	Success and failure with tier-2 SRSD for timed-writing tests among second-through fifth-grade students with writing and behavioral difficulties: Implications for evidence-based practice. Advances in Learning and Behavioral Disabilities, 2011, , 251-293.	0.3	8
144	THE ROLE OF HANDWRITING INSTRUCTION IN WRITERSâ€™ EDUCATION. British Journal of Educational Studies, 2020, 68, 311-329.	1.3	8

#	ARTICLE	IF	CITATIONS
145	Writing motives and writing self-efficacy of Chinese students in Shanghai and Hong Kong: Measurement invariance and multigroup structural equation analyses. <i>International Journal of Educational Research</i> , 2021, 107, 101751.	2.2	8
146	Writing expository essays from social studies texts: a self-regulated strategy development study. <i>Reading and Writing</i> , 2021, 34, 1623-1651.	1.7	8
147	Introduction to Conceptualizing Writing. <i>Educational Psychologist</i> , 2018, 53, 217-219.	9.0	7
148	A College Entrance Essay Exam Intervention for Students With High-Incidence Disabilities and Struggling Writers. <i>Learning Disability Quarterly</i> , 2021, 44, 275-287.	1.3	7
149	Special and General Education Teachers's Beliefs About Writing and Writing Instruction. <i>Journal of Learning Disabilities</i> , 2023, 56, 163-179.	2.2	7
150	Handwriting instruction: a commentary on five studies. <i>Reading and Writing</i> , 2018, 31, 1367-1377.	1.7	6
151	Reading and Writing Connections: A Commentary. <i>Literacy Studies</i> , 2020, , 313-317.	0.3	6
152	Shared Knowledge between Reading and Writing among Middle School Adolescent Readers. <i>Elementary School Journal</i> , 2020, 120, 507-527.	1.4	5
153	Writers in Community Model: 15 Recommendations for Future Research in Using Writing to Promote Science Learning. <i>Contemporary Trends and Issues in Science Education</i> , 2019, , 43-60.	0.5	5
154	Predicting Efficacy to Teach Writing. <i>Elementary School Journal</i> , 0, , 000-000.	1.4	5
155	Adolescent writing and writing instruction: introduction to the special issue. <i>Reading and Writing</i> , 2014, 27, 969-972.	1.7	4
156	Through the looking glass: Reflections of a writing scholar. <i>Education Review</i> , 0, 28, .	0.0	4
157	How Chinese Characters Are Taught: An Analysis of Three Popular Textbooks Used in Macao. <i>Technology, Knowledge and Learning</i> , 2021, 26, 355-381.	4.9	4
158	Do content revising goals change the revising behavior and story writing of fourth grade students at-risk for writing difficulties?. <i>Reading and Writing</i> , 2021, 34, 1915.	1.7	4
159	Does Teacher Self-Efficacy Predict Writing Practices of Teachers of Deaf and Hard of Hearing Students?. <i>Journal of Deaf Studies and Deaf Education</i> , 2021, 26, 438-450.	1.2	4
160	Creating a Classroom Vision for Teaching Writing. <i>Reading Teacher</i> , 2022, 75, 475-484.	0.9	4
161	Teaching Chinese characters to students in grades 1 to 3 through emergency remote instruction during the COVID-19 pandemic. <i>Reading and Writing</i> , 2022, 35, 1975-2014.	1.7	4
162	The Use of Multiple Forms of Assessment in the Service of Writing. <i>Literacy Research and Instruction</i> , 2014, 53, 96-100.	1.1	3

#	ARTICLE	IF	CITATIONS
163	Writing motivation questionnaire: validation and application as a formative assessment. Assessment in Education, 0, , 1-24.	1.2	3
164	Scientifically Supported Writing Practices. , 0, , .		2
165	Intermediate-Grade Teachersâ€™ Adaptations for Weaker Writers: A National Survey in Urban Schools in Chile. Journal of Learning Disabilities, 2022, 55, 87-98.	2.2	2
166	Turning Broccoli Into Ice Cream Sundaes: Self-Regulated Strategy Development for Persuasive Writing Using Informational Text. , 2014, , 87-111.		2
167	Udio. , 2016, , 294-301.		1
168	A teacher technology tango shows strong results on 5th graders persuasive writing. Educational Technology Research and Development, 2022, 70, 1415-1439.	2.8	1
169	Formative writing assessment for change â€“ introduction to the special issue. Assessment in Education, 2022, 29, 121-126.	1.2	1
170	Keys to Successful Learning: Introduction to the Special Issue. Learning Disabilities Research and Practice, 2001, 16, 61-61.	1.1	0
171	Writing Instruction. , 2015, , 767-772.		0