

Shayne B Piasta

List of Publications by Year in descending order

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Version: 2024-02-01

73
papers

3,313
citations

218381

26
h-index

168136

53
g-index

74
all docs

74
docs citations

74
times ranked

1809
citing authors

#	ARTICLE	IF	CITATIONS
1	Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. <i>Teaching and Teacher Education</i> , 2010, 26, 1094-1103.	1.6	253
2	Individualizing Student Instruction Precisely: Effects of Child-Instruction Interactions on First Graders' Literacy Development. <i>Child Development</i> , 2009, 80, 77-100.	1.7	240
3	Preschool teachers' literal and inferential questions and children's responses during whole-class shared reading. <i>Early Childhood Research Quarterly</i> , 2010, 25, 65-83.	1.6	189
4	Teachers' Knowledge of Literacy Concepts, Classroom Practices, and Student Reading Growth. <i>Scientific Studies of Reading</i> , 2009, 13, 224-248.	1.3	186
5	Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 8-38.	1.8	177
6	Increasing Young Children's Contact With Print During Shared Reading: Longitudinal Effects on Literacy Achievement. <i>Child Development</i> , 2012, 83, 810-820.	1.7	148
7	The effects of language- and literacy-focused professional development on early educators and children: A best-evidence meta-analysis. <i>Early Childhood Research Quarterly</i> , 2017, 38, 97-115.	1.6	141
8	The Impact of Teacher Responsivity Education on Preschoolers' Language and Literacy Skills. <i>American Journal of Speech-Language Pathology</i> , 2011, 20, 315-330.	0.9	132
9	Impact of professional development on preschool teachers' conversational responsivity and children's linguistic productivity and complexity. <i>Early Childhood Research Quarterly</i> , 2012, 27, 387-400.	1.6	124
10	The ISI Classroom Observation System: Examining the Literacy Instruction Provided to Individual Students. <i>Educational Researcher</i> , 2009, 38, 85-99.	3.3	119
11	Language- and literacy-learning opportunities in early childhood classrooms: Children's typical experiences and within-classroom variability. <i>Early Childhood Research Quarterly</i> , 2014, 29, 445-456.	1.6	106
12	Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. <i>Journal of Experimental Child Psychology</i> , 2010, 105, 324-344.	0.7	82
13	Mathematics and Science Learning Opportunities in Preschool Classrooms. <i>Early Education and Development</i> , 2014, 25, 445-468.	1.6	75
14	Early childhood educators' knowledge, beliefs, education, experiences, and children's language- and literacy-learning opportunities: What is the connection?. <i>Early Childhood Research Quarterly</i> , 2016, 36, 281-294.	1.6	71
15	Bi-directional dynamics underlie the complexity of talk in teacher-child play-based conversations in classrooms serving at-risk pupils. <i>Early Childhood Research Quarterly</i> , 2013, 28, 496-508.	1.6	69
16	Print-Focused Read-Alouds in Preschool Classrooms: Intervention Effectiveness and Moderators of Child Outcomes. <i>Language, Speech, and Hearing Services in Schools</i> , 2010, 41, 504-520.	0.7	64
17	Effectiveness of Large-Scale, State-Sponsored Language and Literacy Professional Development on Early Childhood Educator Outcomes. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 354-378.	0.9	64
18	Fostering alphabet knowledge development: a comparison of two instructional approaches. <i>Reading and Writing</i> , 2010, 23, 607-626.	1.0	63

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19	How many letters should preschoolers in public programs know? The diagnostic efficiency of various preschool letter-naming benchmarks for predicting first-grade literacy achievement.. Journal of Educational Psychology, 2012, 104, 945-958.	2.1	63
20	IRTs of the ABCs: Children's letter name acquisition. Journal of School Psychology, 2012, 50, 461-481.	1.5	50
21	The Effectiveness of a Large-scale Language and Preliteracy Intervention: The SPELL Randomized Controlled Trial in Denmark. Child Development, 2018, 89, e342-e363.	1.7	46
22	Early childhood educators' knowledge about language and literacy: Associations with practice and children's learning. Dyslexia, 2020, 26, 137-152.	0.8	46
23	Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. Journal of Learning Disabilities, 2009, 42, 336-355.	1.5	44
24	Prekindergarten Teachers' Verbal References to Print During Classroom-Based, Large-Group Shared Reading. Language, Speech, and Hearing Services in Schools, 2009, 40, 376-392.	0.7	44
25	Professional development for early childhood educators: Efforts to improve math and science learning opportunities in early childhood classrooms.. Journal of Educational Psychology, 2015, 107, 407-422.	2.1	40
26	Current Understandings of What Works to Support the Development of Emergent Literacy in Early Childhood Classrooms. Child Development Perspectives, 2016, 10, 234-239.	2.1	33
27	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. Early Childhood Research Quarterly, 2018, 42, 256-269.	1.6	32
28	Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. Journal of Learning Disabilities, 2013, 46, 133-153.	1.5	29
29	Children's Attendance Rates and Quality of Teacher-Child Interactions in At-Risk Preschool Classrooms: Contribution to Children's Expressive Language Growth. Child and Youth Care Forum, 2011, 40, 457-477.	0.9	28
30	A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). Early Childhood Research Quarterly, 2012, 27, 512-528.	1.6	28
31	Does context matter? Explicit print instruction during reading varies in its influence by child and classroom factors. Early Childhood Research Quarterly, 2012, 27, 77-89.	1.6	27
32	Age-Related Progressions in Story Structure in Young Children's Narratives. Journal of Speech, Language, and Hearing Research, 2016, 59, 1395-1408.	0.7	27
33	Impact of Professional Development on Preschool Teachers' Print References During Shared Read Alouds: A Latent Growth Curve Analysis. Journal of Research on Educational Effectiveness, 2010, 3, 343-380.	0.9	26
34	Exploring Preschool Children's Science Content Knowledge. Early Education and Development, 2015, 26, 125-146.	1.6	25
35	At-scale, state-sponsored language and literacy professional development: Impacts on early childhood classroom practices and children's outcomes.. Journal of Educational Psychology, 2020, 112, 329-343.	2.1	24
36	Socioeconomic differences in code-focused emergent literacy skills. Reading and Writing, 2016, 29, 1337-1362.	1.0	23

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37	Moving to Assessmentâ€Guided Differentiated Instruction to Support Young Children's Alphabet Knowledge. <i>Reading Teacher</i> , 2014, 68, 202-211.	0.4	22
38	A Comprehensive Examination of Preschool Teachersâ€™ Implementation Fidelity When Using a Supplemental Language and Literacy Curriculum. <i>Child and Youth Care Forum</i> , 2015, 44, 731-755.	0.9	22
39	The nature and extent of change in early childhood educators' language and literacy knowledge and beliefs. <i>Teaching and Teacher Education</i> , 2015, 52, 47-55.	1.6	20
40	Measuring Young Childrenâ€™s Alphabet Knowledge: Development and Validation of Brief Letter-Sound Knowledge Assessments. <i>Elementary School Journal</i> , 2016, 116, 523-548.	0.9	20
41	Early Childhood General and Special Educators: An Examination of Similarities and Differences in Beliefs, Knowledge, and Practice. <i>Journal of Teacher Education</i> , 2018, 69, 263-277.	2.0	20
42	The early writing skills of children identified as at-risk for literacy difficulties. <i>Early Childhood Research Quarterly</i> , 2020, 51, 392-402.	1.6	19
43	Artfulness in Young Children's Spoken Narratives. <i>Early Education and Development</i> , 2010, 21, 468-493.	1.6	18
44	Preschool Teachers' Sense of Community, Instructional Quality, and Children's Language and Literacy Gains. <i>Early Education and Development</i> , 2011, 22, 206-233.	1.6	16
45	Exploring the nature of associations between educatorsâ€™ knowledge and their emergent literacy classroom practices. <i>Reading and Writing</i> , 2020, 33, 1399-1422.	1.0	16
46	Implementation of a small-group emergent literacy intervention by preschool teachers and community aides. <i>Early Childhood Research Quarterly</i> , 2021, 54, 31-43.	1.6	16
47	Development of the Narrative Assessment Protocol-2: A Tool for Examining Young Children's Narrative Skill. <i>Language, Speech, and Hearing Services in Schools</i> , 2020, 51, 390-404.	0.7	16
48	An empirical investigation of the dimensionality of the physical literacy environment in early childhood classrooms. <i>Journal of Early Childhood Literacy</i> , 2018, 18, 239-263.	0.4	15
49	What Happens During Language and Literacy Coaching? Coachesâ€™ Reports of Their Interactions With Educators. <i>Early Education and Development</i> , 2018, 29, 852-872.	1.6	13
50	State-Sponsored Professional Development for Early Childhood Educators: Who Participates and Associated Implications for Future Offerings. <i>Journal of Early Childhood Teacher Education</i> , 2015, 36, 44-60.	0.9	12
51	Young childrenâ€™s narrative skill: concurrent and predictive associations with emergent literacy and early word reading skills. <i>Reading and Writing</i> , 2018, 31, 1479-1498.	1.0	11
52	Implementation of Bug-in-Ear Coaching by Community-Based Professional Development Providers. <i>Early Education and Development</i> , 2019, 30, 400-422.	1.6	11
53	Text features and preschool teachersâ€™ use of print referencing. <i>Journal of Research in Reading</i> , 2013, 36, 261-279.	1.0	10
54	Early childhood literacy coaching: An examination of coaching intensity and changes in educators' literacy knowledge and practice. <i>Teaching and Teacher Education</i> , 2018, 76, 14-24.	1.6	10

#	ARTICLE	IF	CITATIONS
55	Teachers'™ experiences with a state-mandated kindergarten readiness assessment. <i>Early Years</i> , 0, , 1-17.	0.6	9
56	Effects of Read It Again! In Early Childhood Special Education Classrooms as Compared to Regular Shared Book Reading. <i>Journal of Early Intervention</i> , 2020, 42, 224-243.	1.1	7
57	Doing Assessment: A Multicase Study of Preschool Teachers'™ Language and Literacy Data Practices. <i>Reading Research Quarterly</i> , 0, , .	1.8	7
58	Rate of Growth of Preschool-Age Children'™s Oral Language and Decoding Skills Predicts Beginning Writing Ability. <i>Early Education and Development</i> , 2022, 33, 1198-1221.	1.6	7
59	Assessing and Predicting Small-Group Literacy Instruction in Early Childhood Classrooms. <i>Early Education and Development</i> , 2017, 28, 488-505.	1.6	6
60	“We’re More Than a Daycare” Reported Roles and Settings for Early Childhood Professionals and Implications for Professionalizing the Field. <i>Early Childhood Education Journal</i> , 2022, 50, 1183-1196.	1.6	6
61	Small-Group, Emergent Literacy Intervention Under Two Implementation Models: Intent-to-Treat and Dosage Effects for Preschoolers at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2023, 56, 225-240.	1.5	6
62	Library-Based Summer Reading Clubs: Who Participates and Why?. <i>Library Quarterly</i> , 2013, 83, 321-340.	0.4	5
63	Profiles and Predictors of Children'™s Growth in Alphabet Knowledge. <i>Journal of Education for Students Placed at Risk</i> , 2022, 27, 1-26.	1.5	5
64	Does Accreditation Matter? School Readiness Rates for Accredited Versus Nonaccredited Child Care Facilities in Florida'™s Voluntary Pre-Kindergarten Program. <i>Journal of Research in Childhood Education</i> , 2015, 29, 60-72.	0.6	4
65	Impact of Library-Based Summer Reading Clubs on Primary-Grade Children'™s Literacy Activities and Achievement. <i>Library Quarterly</i> , 2015, 85, 386-405.	0.4	4
66	Do children's learning-related behaviors moderate the impacts of an empirically-validated early literacy intervention?. <i>Learning and Individual Differences</i> , 2016, 50, 73-82.	1.5	4
67	Teachers'™ Perspectives on Year Two Implementation of a Kindergarten Readiness Assessment. <i>Early Education and Development</i> , 2020, 31, 778-795.	1.6	4
68	Examining Early Childhood Language and Literacy Learning Opportunities in Relation to Maternal Education and Children'™s Initial Skills. <i>Journal of Education for Students Placed at Risk</i> , 2020, 25, 183-200.	1.5	3
69	How do differing stakeholders perceive instances of literacy instruction?. <i>Journal of Early Childhood Literacy</i> , 2021, 21, 104-126.	0.4	3
70	Key Knowledge to Support Phonological Awareness and Phonics Instruction. <i>Reading Teacher</i> , 2022, 76, 201-210.	0.4	3
71	Assessment of Young Children'™s Letter-Sound Knowledge: Initial Validity Evidence for Letter-Sound Short Forms. <i>Assessment for Effective Intervention</i> , 2018, 43, 249-255.	0.6	2
72	Teachers'™ content knowledge about oral language: measure development and evidence of initial validity. <i>Reading and Writing</i> , 2022, 35, 2131-2153.	1.0	2

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73	Young children's alphabet learning as a function of instruction and letter difficulty. Learning and Individual Differences, 2022, 93, 102113.	1.5	1