

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	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
2	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
3	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
4	Are We 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
5	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
6	Young children's alphabet learning as a function of instruction and letter difficulty. <i>Learning and Individual Differences</i> , 2022, 93, 102113.	1.5	1
7	Key Knowledge to Support Phonological Awareness and Phonics Instruction. <i>Reading Teacher</i> , 2022, 76, 201-210.	0.4	3
8	How do differing stakeholders perceive instances of literacy instruction?. <i>Journal of Early Childhood Literacy</i> , 2021, 21, 104-126.	0.4	3
9	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
10	Early childhood educators' knowledge about language and literacy: Associations with practice and children's learning. <i>Dyslexia</i> , 2020, 26, 137-152.	0.8	46
11	Teachers' Perspectives on Year Two Implementation of a Kindergarten Readiness Assessment. <i>Early Education and Development</i> , 2020, 31, 778-795.	1.6	4
12	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
13	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
14	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
15	Exploring the nature of associations between educators' knowledge and their emergent literacy classroom practices. <i>Reading and Writing</i> , 2020, 33, 1399-1422.	1.0	16
16	At-scale, state-sponsored language and literacy professional development: Impacts on early childhood classroom practices and children's outcomes. <i>Journal of Educational Psychology</i> , 2020, 112, 329-343.	2.1	24
17	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
18	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

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19	Young children'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
20	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
21	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
22	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
23	The Effectiveness of a Large-Scale Language and Preliteracy Intervention: The SPELL Randomized Controlled Trial in Denmark. <i>Child Development</i> , 2018, 89, e342-e363.	1.7	46
24	Effective language and literacy instruction: Evaluating the importance of scripting and group size components. <i>Early Childhood Research Quarterly</i> , 2018, 42, 256-269.	1.6	32
25	What Happens During Language and Literacy Coaching? Coaches' Reports of Their Interactions With Educators. <i>Early Education and Development</i> , 2018, 29, 852-872.	1.6	13
26	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
27	Assessing and Predicting Small-Group Literacy Instruction in Early Childhood Classrooms. <i>Early Education and Development</i> , 2017, 28, 488-505.	1.6	6
28	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
29	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
30	Age-Related Progressions in Story Structure in Young Children's Narratives. <i>Journal of Speech, Language, and Hearing Research</i> , 2016, 59, 1395-1408.	0.7	27
31	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
32	Current Understandings of What Works to Support the Development of Emergent Literacy in Early Childhood Classrooms. <i>Child Development Perspectives</i> , 2016, 10, 234-239.	2.1	33
33	Measuring Young Children's Alphabet Knowledge: Development and Validation of Brief Letter-Sound Knowledge Assessments. <i>Elementary School Journal</i> , 2016, 116, 523-548.	0.9	20
34	Socioeconomic differences in code-focused emergent literacy skills. <i>Reading and Writing</i> , 2016, 29, 1337-1362.	1.0	23
35	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
36	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

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37	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
38	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
39	A Comprehensive Examination of Preschool Teachers' Implementation Fidelity When Using a Supplemental Language and Literacy Curriculum. <i>Child and Youth Care Forum</i> , 2015, 44, 731-755.	0.9	22
40	Professional development for early childhood educators: Efforts to improve math and science learning opportunities in early childhood classrooms.. <i>Journal of Educational Psychology</i> , 2015, 107, 407-422.	2.1	40
41	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
42	Exploring Preschool Children's Science Content Knowledge. <i>Early Education and Development</i> , 2015, 26, 125-146.	1.6	25
43	Moving to Assessment-Guided Differentiated Instruction to Support Young Children's Alphabet Knowledge. <i>Reading Teacher</i> , 2014, 68, 202-211.	0.4	22
44	Mathematics and Science Learning Opportunities in Preschool Classrooms. <i>Early Education and Development</i> , 2014, 25, 445-468.	1.6	75
45	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
46	Text features and preschool teachers' use of print referencing. <i>Journal of Research in Reading</i> , 2013, 36, 261-279.	1.0	10
47	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
48	Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. <i>Journal of Learning Disabilities</i> , 2013, 46, 133-153.	1.5	29
49	Library-Based Summer Reading Clubs: Who Participates and Why?. <i>Library Quarterly</i> , 2013, 83, 321-340.	0.4	5
50	How many letters should preschoolers in public programs know? The diagnostic efficiency of various preschool letter-naming benchmarks for predicting first-grade literacy achievement.. <i>Journal of Educational Psychology</i> , 2012, 104, 945-958.	2.1	63
51	IRTs of the ABCs: Children's letter name acquisition. <i>Journal of School Psychology</i> , 2012, 50, 461-481.	1.5	50
52	Does context matter? Explicit print instruction during reading varies in its influence by child and classroom factors. <i>Early Childhood Research Quarterly</i> , 2012, 27, 77-89.	1.6	27
53	A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). <i>Early Childhood Research Quarterly</i> , 2012, 27, 512-528.	1.6	28
54	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

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55	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
56	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
57	Children's Attendance Rates and Quality of Teacher-Child Interactions in At-Risk Preschool Classrooms: Contribution to Children's Expressive Language Growth. <i>Child and Youth Care Forum</i> , 2011, 40, 457-477.	0.9	28
58	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
59	Fostering alphabet knowledge development: a comparison of two instructional approaches. <i>Reading and Writing</i> , 2010, 23, 607-626.	1.0	63
60	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
61	Artfulness in Young Children's Spoken Narratives. <i>Early Education and Development</i> , 2010, 21, 468-493.	1.6	18
62	Impact of Professional Development on Preschool Teachers' Print References During Shared Read Alouds: A Latent Growth Curve Analysis. <i>Journal of Research on Educational Effectiveness</i> , 2010, 3, 343-380.	0.9	26
63	Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 8-38.	1.8	177
64	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
65	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
66	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
67	Teachers' Knowledge of Literacy Concepts, Classroom Practices, and Student Reading Growth. <i>Scientific Studies of Reading</i> , 2009, 13, 224-248.	1.3	186
68	Emergent Literacy Intervention for Prekindergarteners at Risk for Reading Failure. <i>Journal of Learning Disabilities</i> , 2009, 42, 336-355.	1.5	44
69	The ISI Classroom Observation System: Examining the Literacy Instruction Provided to Individual Students. <i>Educational Researcher</i> , 2009, 38, 85-99.	3.3	119
70	Prekindergarten Teachers' Verbal References to Print During Classroom-Based, Large-Group Shared Reading. <i>Language, Speech, and Hearing Services in Schools</i> , 2009, 40, 376-392.	0.7	44
71	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
72	Teachers' experiences with a state-mandated kindergarten readiness assessment. <i>Early Years</i> , 0, , 1-17.	0.6	9

#	ARTICLE	IF	CITATIONS
73	Doing Assessment: A Multicase Study of Preschool Teachers'™ Language and Literacy Data Practices. Reading Research Quarterly, 0, , .	1.8	7