

Ying Guo

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1897430/publications.pdf>

Version: 2024-02-01

36
papers

1,299
citations

471509

17
h-index

395702

33
g-index

36
all docs

36
docs citations

36
times ranked

915
citing authors

#	ARTICLE	IF	CITATIONS
1	Examining the effects of kindergarten writing instruction on emergent literacy skills: a systematic review of the literature. <i>Early Child Development and Care</i> , 2023, 193, 334-346.	1.3	3
2	Exploring kindergarten teachers'™ classroom practices and beliefs in writing. <i>Reading and Writing</i> , 2022, 35, 457-478.	1.7	7
3	The Relationship Between Perceived Assertiveness/Shyness and Emergent Bilinguals'™ Vocabulary Intervention Outcomes: A Preliminary Investigation. <i>Communication Disorders Quarterly</i> , 2022, 44, 14-22.	0.8	1
4	The Role of Home Literacy Practices in Kindergarten Children'™s Early Writing Development: A One-Year Longitudinal Study. <i>Early Education and Development</i> , 2021, 32, 209-227.	2.6	7
5	Early childhood Special education teachers' self-efficacy in relation to individual children: Links to children's literacy learning. <i>Early Childhood Research Quarterly</i> , 2021, 54, 153-163.	2.7	10
6	The Contributions of Language Skills and Comprehension Monitoring to Chinese Reading Comprehension: A Longitudinal Investigation. <i>Frontiers in Psychology</i> , 2021, 12, 625555.	2.1	4
7	Collaborating With an Expert Panel to Establish the Content Validity of an Intervention for Preschoolers With Language Impairment. <i>Communication Disorders Quarterly</i> , 2020, 41, 86-99.	0.8	3
8	Using Audio Prompting to Assist Monolingual Speech-Language Pathologists to Teach English'™Spanish Vocabulary to English Learners. <i>Communication Disorders Quarterly</i> , 2019, 41, 3-11.	0.8	6
9	Who counts as a writer? Examining child, teacher, and parent perceptions of writing. <i>Early Child Development and Care</i> , 2019, 189, 353-375.	1.3	11
10	Profiles of Emergent Writing Skills Among Preschool Children. <i>Child and Youth Care Forum</i> , 2018, 47, 421-442.	1.6	9
11	The Effect of a Shared Book-Reading Intervention on the Story Retelling and Phonemic Awareness of a Third Grader with Disabilities. <i>Reading and Writing Quarterly</i> , 2018, 34, 233-247.	1.4	2
12	Interactive Book Reading With Expository Science Texts in Preschool Special Education Classrooms. <i>Teaching Exceptional Children</i> , 2017, 49, 185-193.	1.0	2
13	Sequence text structure intervention during interactive book reading of expository picture books with preschool children with language impairment. <i>Child Language Teaching and Therapy</i> , 2017, 33, 287-304.	0.9	10
14	Fidelity of implementation for an early-literacy intervention: Dimensionality and contribution to children'™s intervention outcomes. <i>Early Childhood Research Quarterly</i> , 2016, 37, 165-174.	2.7	18
15	The Effects of Science Instruction on Young Children'™s Vocabulary Learning: A Research Synthesis. <i>Early Childhood Education Journal</i> , 2016, 44, 359-367.	2.7	28
16	Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature. <i>Literacy Research and Instruction</i> , 2015, 54, 115-134.	1.1	55
17	Behavioral engagement and reading achievement in elementary-school-age children: A longitudinal cross-lagged analysis. <i>Journal of Educational Psychology</i> , 2015, 107, 332-347.	2.9	61
18	Exploring Preschool Children's Science Content Knowledge. <i>Early Education and Development</i> , 2015, 26, 125-146.	2.6	25

#	ARTICLE	IF	CITATIONS
19	Sharing Expository Texts with Preschool Children in Special Education. <i>Perspectives on Language Learning and Education</i> , 2015, 22, 93-102.	0.1	2
20	Classroom Age Composition and Vocabulary Development Among At-Risk Preschoolers. <i>Early Education and Development</i> , 2014, 25, 1016-1034.	2.6	30
21	Validity of the children's orientation to book reading rating scale. <i>Journal of Research in Reading</i> , 2014, 37, 159-178.	2.0	13
22	Self-efficacy of early childhood special education teachers: Links to classroom quality and children's learning for children with language impairment. <i>Teaching and Teacher Education</i> , 2014, 39, 12-21.	3.2	36
23	Relations among home literacy environment, child characteristics and print knowledge for preschool children with language impairment. <i>Journal of Research in Reading</i> , 2014, 37, 65-83.	2.0	28
24	Inference generation, story comprehension, and language skills in the preschool years. <i>Reading and Writing</i> , 2013, 26, 403-429.	1.7	146
25	Foreign language reading anxiety: Chinese as a foreign language in the United States. <i>Modern Language Journal</i> , 2013, 97, 764-778.	2.3	73
26	Quality of the Literacy Environment in Inclusive Early Childhood Special Education Classrooms. <i>Journal of Early Intervention</i> , 2013, 35, 40-60.	1.6	41
27	Siblings, Language, and False Belief in Low-Income Children. <i>Journal of Genetic Psychology</i> , 2013, 174, 457-463.	1.2	8
28	The Effects of Teacher Qualification, Teacher Self-Efficacy, and Classroom Practices on Fifth Graders' Literacy Outcomes. <i>Elementary School Journal</i> , 2012, 113, 3-24.	1.4	142
29	The literacy environment of preschool classrooms: contributions to children's emergent literacy growth. <i>Journal of Research in Reading</i> , 2012, 35, 308-327.	2.0	59
30	Validity of the children's orientation to book reading rating scale. <i>Journal of Research in Reading</i> , 2012, 37, n/a-n/a.	2.0	0
31	Preschool Teachers' Sense of Community, Instructional Quality, and Children's Language and Literacy Gains. <i>Early Education and Development</i> , 2011, 22, 206-233.	2.6	16
32	Effective behavior management in preschool classrooms and children's task orientation: Enhancing emergent literacy and language development. <i>Early Childhood Research Quarterly</i> , 2011, 26, 420-429.	2.7	42
33	Exploring factors related to preschool teachers' self-efficacy. <i>Teaching and Teacher Education</i> , 2011, 27, 961-968.	3.2	123
34	Classroom Quality and Student Engagement: Contributions to Third-Grade Reading Skills. <i>Frontiers in Psychology</i> , 2011, 2, 157.	2.1	21
35	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.	3.2	253
36	The direct and indirect effects of language and cognitive skills on Chinese reading comprehension. <i>Reading and Writing</i> , 0, , 1.	1.7	4