

Maryanne Wolf

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10919846/publications.pdf>

Version: 2024-02-01

64
papers

7,426
citations

109137

35
h-index

149479

56
g-index

66
all docs

66
docs citations

66
times ranked

3445
citing authors

#	ARTICLE	IF	CITATIONS
1	The double-deficit hypothesis for the developmental dyslexias.. Journal of Educational Psychology, 1999, 91, 415-438.	2.1	1,279
2	Theoretical links among naming speed, precise timing mechanisms and orthographic skill in dyslexia. Reading and Writing, 1993, 5, 69-85.	1.0	532
3	Rapid Automatized Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities. Annual Review of Psychology, 2012, 63, 427-452.	9.9	525
4	Naming-Speed Processes, Timing, and Reading. Journal of Learning Disabilities, 2000, 33, 387-407.	1.5	522
5	Reading Fluency and Its Intervention. Scientific Studies of Reading, 2001, 5, 211-239.	1.3	478
6	Naming Speed and Reading: The Contribution of the Cognitive Neurosciences. Reading Research Quarterly, 1991, 26, 123.	1.8	327
7	Automaticity, Retrieval Processes, and Reading: A Longitudinal Study in Average and Impaired Readers. Child Development, 1986, 57, 988.	1.7	300
8	Measuring Socioeconomic Status. Assessment, 2002, 9, 145-155.	1.9	270
9	Rapid alternating stimulus naming in the developmental dyslexias*1. Brain and Language, 1986, 27, 360-379.	0.8	257
10	How the Origins of Written Language Instruct Us to Teach: A Response to Steven Strauss. Educational Researcher, 2003, 32, 26-30.	3.3	250
11	Title is missing!. Reading and Writing, 2002, 15, 43-72.	1.0	212
12	Naming-Speed Processes and Developmental Reading Disabilities. Journal of Learning Disabilities, 2000, 33, 322-324.	1.5	197
13	Early naming deficits, developmental dyslexia, and a specific deficit hypothesis. Brain and Language, 1992, 42, 219-247.	0.8	191
14	The Relationship Among Receptive and Expressive Vocabulary, Listening Comprehension, Pre-Reading Skills, Word Identification Skills, and Reading Comprehension by Children With Reading Disabilities. Journal of Speech, Language, and Hearing Research, 2007, 50, 1093-1109.	0.7	176
15	Retrieval, Automaticity, Vocabulary Elaboration, Orthography (RAVE-O). Journal of Learning Disabilities, 2000, 33, 375-386.	1.5	132
16	Reading fluency: The whole is more than the parts. Annals of Dyslexia, 2006, 56, 51-82.	1.2	132
17	Links between early rhythm skills, musical training, and phonological awareness. Reading and Writing, 2013, 26, 739-769.	1.0	125
18	Naming, reading, and the dyslexias: A longitudinal overview. Annals of Dyslexia, 1984, 34, 87-115.	1.2	124

#	ARTICLE	IF	CITATIONS
19	Early intervention for children at risk for reading disabilities: The impact of grade at intervention and individual differences on intervention outcomes.. Journal of Educational Psychology, 2017, 109, 889-914.	2.1	122
20	Multiple-Component Remediation for Developmental Reading Disabilities. Journal of Learning Disabilities, 2012, 45, 99-127.	1.5	116
21	Neural Systems for Rapid Automatized Naming in Skilled Readers: Unraveling the RAN-Reading Relationship. Scientific Studies of Reading, 2004, 8, 241-256.	1.3	112
22	Dyslexia, dysnomia, and lexical retrieval: A longitudinal investigation. Brain and Language, 1986, 28, 154-168.	0.8	93
23	What time may tell: Towards a new conceptualization of developmental dyslexia. Annals of Dyslexia, 1999, 49, 1-28.	1.2	79
24	The Varieties of Pathways to Dysfluent Reading. Journal of Learning Disabilities, 2008, 41, 47-66.	1.5	70
25	Longitudinal stability of pre-reading skill profiles of kindergarten children: implications for early screening and theories of reading. Developmental Science, 2017, 20, e12471.	1.3	70
26	The relationship between socioeconomic status and white matter microstructure in pre-reading children: A longitudinal investigation. Human Brain Mapping, 2019, 40, 741-754.	1.9	54
27	Word and Picture Processing in Children: An Event-Related Potential Study. Developmental Neuropsychology, 2002, 22, 373-406.	1.0	53
28	The Relationship of Spelling Recognition, RAN, and Phonological Awareness to Reading Skills in Older Poor Readers and Younger Reading-Matched Controls. Reading and Writing, 2006, 19, 845-872.	1.0	50
29	Towards a More Universal Understanding of the Developmental Dyslexias: The Contribution of Orthographic Factors. Neuropsychology and Cognition, 1994, , 137-171.	0.6	48
30	Relationships between early literacy and nonlinguistic rhythmic processes in kindergarteners. Journal of Experimental Child Psychology, 2018, 167, 354-368.	0.7	44
31	The Universal and the unique in dyslexia: A cross-linguistic investigation of reading and reading fluency in Hebrew-and English-speaking children with reading disorders. Reading and Writing, 2004, 17, 739-768.	1.0	43
32	The RAVE-IT Intervention: Connecting Neuroscience to the Classroom. Mind, Brain, and Education, 2009, 3, 84-93.	0.9	43
33	Neurocognitive Predictors of Reading Outcomes for Children With Reading Disabilities. Journal of Learning Disabilities, 2011, 44, 150-166.	1.5	41
34	A Taxometric Investigation of Developmental Dyslexia Subtypes. Dyslexia, 2012, 18, 16-39.	0.8	41
35	Orthographic processing efficiency in developmental dyslexia: an investigation of age and treatment factors at the sublexical level. Annals of Dyslexia, 2011, 61, 111-135.	1.2	38
36	Multivariate genome-wide association study of rapid automatised naming and rapid alternating stimulus in Hispanic American and African-American youth. Journal of Medical Genetics, 2019, 56, 557-566.	1.5	31

#	ARTICLE	IF	CITATIONS
37	A longitudinal investigation of gender differences in language and reading development. <i>First Language</i> , 1986, 6, 81-110.	0.5	30
38	Phonological Awareness and Rapid Naming Skills of Children with Reading Disabilities and Children with Reading Disabilities Who Are At Risk for Mathematics Difficulties. <i>Learning Disabilities Research and Practice</i> , 2008, 23, 125-136.	0.9	26
39	Executive Functions Contribute Uniquely to Reading Competence in Minority Youth. <i>Journal of Learning Disabilities</i> , 2017, 50, 422-433.	1.5	23
40	The Emerging, Evolving Reading Brain in a Digital Culture: Implications for New Readers, Children With Reading Difficulties, and Children Without Schools. <i>Journal of Cognitive Education and Psychology</i> , 2012, 11, 230-240.	0.2	23
41	The word-retrieval deficit hypothesis and developmental dyslexia. <i>Learning and Individual Differences</i> , 1991, 3, 205-223.	1.5	17
42	Retrieval rate, accuracy and vocabulary elaboration (RAVE) in reading-impaired children: a pilot intervention programme. <i>Dyslexia</i> , 1999, 5, 1-27.	0.8	17
43	The Growth of Phonological Awareness by Children With Reading Disabilities: A Result of Semantic Knowledge or Knowledge of Grapheme-Phoneme Correspondences?. <i>Scientific Studies of Reading</i> , 2007, 11, 151-164.	1.3	12
44	"I like to take my own sweet time". <i>Journal of Special Education</i> , 2001, 35, 145-155.	1.2	10
45	Clusters of second and third grade dysfluent urban readers. <i>Reading and Writing</i> , 2007, 20, 885-907.	1.0	10
46	Behavioral Problems and Reading Difficulties Among Language Minority and Monolingual Urban Elementary School Students. <i>Reading Psychology</i> , 2013, 34, 182-205.	0.7	10
47	Mobile Devices for Early Literacy Intervention and Research with Global Reach. , 2016, , .		10
48	Reading-Related Causal Attributions for Success and Failure: Dynamic Links With Reading Skill. <i>Reading Research Quarterly</i> , 2018, 53, 127-148.	1.8	8
49	Beyond Gold Stars: Improving the Skills and Engagement of Struggling Readers through Intrinsic Motivation. <i>Reading and Writing Quarterly</i> , 2018, 34, 203-217.	0.6	8
50	Examining the Construct of Reading among Dysfluent Urban Children: A Factor Analysis Approach. <i>Journal of Literacy Research</i> , 2010, 42, 124-158.	0.5	7
51	Causal Attribution Profiles as a Function of Reading Skills, Hyperactivity, and Inattention. <i>Scientific Studies of Reading</i> , 2019, 23, 254-272.	1.3	7
52	A triptych of the reading brain: Evolution, development, pathology, and its intervention. , 0, , 183-197.		5
53	Lessons from the reading brain for reading development and dyslexia. <i>Australian Journal of Learning Difficulties</i> , 2016, 21, 143-156.	0.2	5
54	Child language, aphasia, and language disorder: Naming as a window on normal and atypical language processes. <i>Aphasiology</i> , 1988, 2, 289-293.	1.4	4

#	ARTICLE	IF	CITATIONS
55	The science and poetry in learning (and teaching) to read. Phi Delta Kappan, 2018, 100, 13-17.	0.4	4
56	Achievement attributions are associated with specific rather than general learning delays. Learning and Individual Differences, 2018, 64, 8-21.	1.5	3
57	On the cusp of predictability: Disruption in the typical association between letter and word identification at critical thresholds of RAN and phonological skills. Learning and Individual Differences, 2022, 97, 102166.	1.5	3
58	Bringing the Bottom Billion into Basic Literacy: How We Can and Why We Must. New Directions for Child and Adolescent Development, 2017, 2017, 93-104.	1.3	2
59	Developmental fallacies in gender identity research: A response to Sayers. New Ideas in Psychology, 1987, 5, 253-260.	1.2	0
60	â€œThe Forgotten Boysâ€ Introduction to the Special Issue. Reading and Writing Quarterly, 2019, 35, 1-3.	0.6	0
61	Die â€žNaturgeschichteâ€ des Leseerwerbs â€œ die VerknÃ¼pfung der Teile im jungen lesenden Gehirn. , 2009, , 129-158.		0
62	Der erfolgreiche â€œ oder weniger erfolgreiche â€œ Weg zum Lesen. , 2009, , 97-128.		0
63	Das RÃ¤tsel der Legasthenie und die Hirnstruktur. , 2009, , 193-231.		0
64	Die unendliche Geschichte der Leseentwicklung. , 2009, , 159-190.		0