

Maryanne Wolf

List of Publications by Citations

Source: <https://exaly.com/author-pdf/10919846/maryanne-wolf-publications-by-citations.pdf>

Version: 2024-04-25

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

65
papers

6,044
citations

32
h-index

66
g-index

66
ext. papers

6,609
ext. citations

2.9
avg, IF

5.87
L-index

#	Paper	IF	Citations
65	The double-deficit hypothesis for the developmental dyslexias.. <i>Journal of Educational Psychology</i> , 1999 , 91, 415-438	5.3	1019
64	Naming-speed processes, timing, and reading: a conceptual review. <i>Journal of Learning Disabilities</i> , 2000 , 33, 387-407	2.7	441
63	Theoretical links among naming speed, precise timing mechanisms and orthographic skill in dyslexia. <i>Reading and Writing</i> , 1993 , 5, 69-85	2.1	437
62	Rapid automatized naming (RAN) and reading fluency: implications for understanding and treatment of reading disabilities. <i>Annual Review of Psychology</i> , 2012 , 63, 427-52	26.1	406
61	Reading Fluency and Its Intervention. <i>Scientific Studies of Reading</i> , 2001 , 5, 211-239	3.8	388
60	Automaticity, Retrieval Processes, and Reading: A Longitudinal Study in Average and Impaired Readers. <i>Child Development</i> , 1986 , 57, 988	4.9	282
59	Naming Speed and Reading: The Contribution of the Cognitive Neurosciences. <i>Reading Research Quarterly</i> , 1991 , 26, 123	2.6	276
58	Rapid alternating stimulus naming in the developmental dyslexias. <i>Brain and Language</i> , 1986 , 27, 360-79	2.9	233
57	Measuring socioeconomic status: reliability and preliminary validity for different approaches. <i>Assessment</i> , 2002 , 9, 145-55	3.7	230
56	How the Origins of Written Language Instruct Us to Teach: A Response to Steven Strauss. <i>Educational Researcher</i> , 2003 , 32, 26-30	4.8	225
55	Early naming deficits, developmental dyslexia, and a specific deficit hypothesis. <i>Brain and Language</i> , 1992 , 42, 219-47	2.9	173
54	Naming-speed processes and developmental reading disabilities: an introduction to the special issue on the double-deficit hypothesis. <i>Journal of Learning Disabilities</i> , 2000 , 33, 322-4	2.7	170
53	The second deficit: An investigation of the independence of phonological and naming-speed deficits in developmental dyslexia. <i>Reading and Writing</i> , 2002 , 15, 43-72	2.1	167
52	The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, and reading comprehension by children with reading disabilities. <i>Journal of Speech, Language, and Hearing Research</i> , 2007 , 50, 1093-109	2.8	141
51	Retrieval, automaticity, vocabulary elaboration, orthography (RAVE-O): a comprehensive, fluency-based reading intervention program. <i>Journal of Learning Disabilities</i> , 2000 , 33, 375-86	2.7	113
50	Reading fluency: the whole is more than the parts. <i>Annals of Dyslexia</i> , 2006 , 56, 51-82	1.8	112
49	Naming, reading, and the dyslexias: A longitudinal overview. <i>Annals of Dyslexia</i> , 1984 , 34, 87-115	1.8	111

48	Neural Systems for Rapid Automatized Naming in Skilled Readers: Unraveling the RAN-Reading Relationship. <i>Scientific Studies of Reading</i> , 2004 , 8, 241-256	3.8	98
47	Multiple-component remediation for developmental reading disabilities: IQ, socioeconomic status, and race as factors in remedial outcome. <i>Journal of Learning Disabilities</i> , 2012 , 45, 99-127	2.7	84
46	Dyslexia, dysnomia, and lexical retrieval: a longitudinal investigation. <i>Brain and Language</i> , 1986 , 28, 154-68		84
45	Links between early rhythm skills, musical training, and phonological awareness. <i>Reading and Writing</i> , 2013 , 26, 739-769	2.1	83
44	Early intervention for children at risk for reading disabilities: The impact of grade at intervention and individual differences on intervention outcomes.. <i>Journal of Educational Psychology</i> , 2017 , 109, 889-914	5.3	66
43	What time may tell: Towards a new conceptualization of developmental dyslexia. <i>Annals of Dyslexia</i> , 1999 , 49, 1-28	1.8	64
42	The varieties of pathways to dysfluent reading: comparing subtypes of children with dyslexia at letter, word, and connected text levels of reading. <i>Journal of Learning Disabilities</i> , 2008 , 41, 47-66	2.7	59
41	Word and picture processing in children: an event-related potential study. <i>Developmental Neuropsychology</i> , 2002 , 22, 373-406	1.8	49
40	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. <i>Reading and Writing</i> , 2004 , 17, 739-768	2.1	39
39	Longitudinal stability of pre-reading skill profiles of kindergarten children: implications for early screening and theories of reading. <i>Developmental Science</i> , 2017 , 20, e12471	4.5	38
38	Neurocognitive predictors of reading outcomes for children with reading disabilities. <i>Journal of Learning Disabilities</i> , 2011 , 44, 150-66	2.7	38
37	The Relationship of Spelling Recognition, RAN, and Phonological Awareness to Reading Skills in Older Poor Readers and Younger Reading-Matched Controls. <i>Reading and Writing</i> , 2006 , 19, 845-872	2.1	37
36	Towards a More Universal Understanding of the Developmental Dyslexias: The Contribution of Orthographic Factors. <i>Neuropsychology and Cognition</i> , 1994 , 137-171		36
35	A taxometric investigation of developmental dyslexia subtypes. <i>Dyslexia</i> , 2012 , 18, 16-39	1.6	35
34	The RAVE-O Intervention: Connecting Neuroscience to the Classroom. <i>Mind, Brain, and Education</i> , 2009 , 3, 84-93	1.8	32
33	Relationships between early literacy and nonlinguistic rhythmic processes in kindergarteners. <i>Journal of Experimental Child Psychology</i> , 2018 , 167, 354-368	2.3	31
32	Orthographic processing efficiency in developmental dyslexia: an investigation of age and treatment factors at the sublexical level. <i>Annals of Dyslexia</i> , 2011 , 61, 111-35	1.8	29
31	A longitudinal investigation of gender differences in language and reading development. <i>First Language</i> , 1986 , 6, 81-110	1.5	23

30	The relationship between socioeconomic status and white matter microstructure in pre-reading children: A longitudinal investigation. <i>Human Brain Mapping</i> , 2019 , 40, 741-754	5.9	23
29	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	0.8	21
28	Executive Functions Contribute Uniquely to Reading Competence in Minority Youth. <i>Journal of Learning Disabilities</i> , 2017 , 50, 422-433	2.7	16
27	Multivariate genome-wide association study of rapid automatised naming and rapid alternating stimulus in Hispanic American and African-American youth. <i>Journal of Medical Genetics</i> , 2019 , 56, 557-568	5.8	15
26	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	0.4	15
25	The word-retrieval deficit hypothesis and developmental dyslexia. <i>Learning and Individual Differences</i> , 1991 , 3, 205-223	3.1	14
24	Retrieval rate, accuracy and vocabulary elaboration (RAVE) in reading-impaired children: a pilot intervention programme. <i>Dyslexia</i> , 1999 , 5, 1-27	1.6	12
23	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	3.8	10
22	Clusters of second and third grade dysfluent urban readers. <i>Reading and Writing</i> , 2007 , 20, 885-907	2.1	9
21	Mobile Devices for Early Literacy Intervention and Research with Global Reach 2016 ,		9
20	Behavioral Problems and Reading Difficulties Among Language Minority and Monolingual Urban Elementary School Students. <i>Reading Psychology</i> , 2013 , 34, 182-205	0.5	7
19	Examining the Construct of Reading among Dysfluent Urban Children: A Factor Analysis Approach. <i>Journal of Literacy Research</i> , 2010 , 42, 124-158	1.3	7
18	"I like to take my own sweet time": Case Study of a Child with Naming-Speed Deficits and Reading Disabilities. <i>Journal of Special Education</i> , 2001 , 35, 145-155	1.4	7
17	Reading-Related Causal Attributions for Success and Failure: Dynamic Links With Reading Skill. <i>Reading Research Quarterly</i> , 2018 , 53, 127-148	2.6	5
16	A triptych of the reading brain: Evolution, development, pathology, and its intervention 183-197		5
15	Child language, aphasia, and language disorder: Naming as a window on normal and atypical language processes. <i>Aphasiology</i> , 1988 , 2, 289-293	1.6	4
14	Beyond Gold Stars: Improving the Skills and Engagement of Struggling Readers through Intrinsic Motivation. <i>Reading and Writing Quarterly</i> , 2018 , 34, 203-217	1.2	4
13	Achievement attributions are associated with specific rather than general learning delays. <i>Learning and Individual Differences</i> , 2018 , 64, 8-21	3.1	3

12	Lessons from the reading brain for reading development and dyslexia** This paper is based on presentations to the Learning Disabilities Association of Australia in September, 2016 at Brisbane, Sydney, and Melbourne, and represents a composite of several papers by me and my colleagues, in particular: Wolf, Ullman-Shade, and Gottwald (2012). The emerging, evolving reading brain in a	1.6	3
11	Multivariate genome-wide association study of rapid automatized naming and rapid alternating out stimulus in Hispanic and African American youth <i>Learning Difficulties</i> , 2016 , 21, 143-156		2
10	The science and poetry in learning (and teaching) to read. <i>Phi Delta Kappan</i> , 2018 , 100, 13-17	0.7	2
9	Bringing the Bottom Billion into Basic Literacy: How We Can and Why We Must. <i>New Directions for Child and Adolescent Development</i> , 2017 , 2017, 93-104	1.3	1
8	Causal Attribution Profiles as a Function of Reading Skills, Hyperactivity, and Inattention. <i>Scientific Studies of Reading</i> , 2019 , 23, 254-272	3.8	1
7	The Forgotten Boys Introduction to the Special Issue. <i>Reading and Writing Quarterly</i> , 2019 , 35, 1-3	1.2	0
6	On the cusp of predictability: Disruption in the typical association between letter and word identification at critical thresholds of RAN and phonological skills. <i>Learning and Individual Differences</i> , 2022 , 97, 102166	3.1	0
5	Developmental fallacies in gender identity research: A response to Sayers. <i>New Ideas in Psychology</i> , 1987 , 5, 253-260	2.5	
4	Die Naturgeschichte des Leseerwerbs Die Verknüpfung der Teile im jungen lesenden Gehirn 2009 , 129-158		
3	Der erfolgreiche oder weniger erfolgreiche Weg zum Lesen 2009 , 97-128		
2	Das Rätsel der Legasthenie und die Hirnstruktur 2009 , 193-231		
1	Die unendliche Geschichte der Leseentwicklung 2009 , 159-190		