

S H Deacon

List of Publications by Year in descending order

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Version: 2024-02-01

110
papers

4,769
citations

117625

34
h-index

118850

62
g-index

112
all docs

112
docs citations

112
times ranked

1429
citing authors

#	ARTICLE	IF	CITATIONS
1	How Chineseâ€“English Bilingual Fourth Graders Draw on Syntactic Awareness in Readingâ€“Comprehension: Withinâ€“andâ€“Crossâ€“Language Effects. <i>Reading Research Quarterly</i> , 2022, 57, 409-429.	3.3	11
2	How Does Lexical Access Fit into Models of Word Reading?. <i>Scientific Studies of Reading</i> , 2022, 26, 327-336.	2.0	2
3	How syntactic awareness might influence reading comprehension in Englishâ€“French bilingual children. <i>Reading and Writing</i> , 2022, 35, 1289-1313.	1.7	5
4	How morphology impacts reading and spelling: advancing the role of morphology in models of literacy development. <i>Journal of Research in Reading</i> , 2021, 44, 10-26.	2.0	77
5	A longitudinal investigation of prosodic sensitivity and emergent literacy. <i>Reading and Writing</i> , 2021, 34, 371-389.	1.7	9
6	Special issue editorial: Advances in understanding the role of morphemes in literacy development. <i>Journal of Research in Reading</i> , 2021, 44, 1-9.	2.0	4
7	Do We â€“Laughâ€“ or â€“Laughâ€“? Early Print Knowledge and Its Relation to Learning to Read in English and French. <i>Scientific Studies of Reading</i> , 2021, 25, 519-533.	2.0	3
8	Not all sentences are created equal: Evaluating the relation between childrenâ€™s understanding of basic and difficult sentences and their reading comprehension.. <i>Journal of Educational Psychology</i> , 2021, 113, 268-278.	2.9	8
9	Building Meaning: Metaâ€“analysis of Component Skills Supporting Reading Comprehension in Children with Autism Spectrum Disorder. <i>Autism Research</i> , 2021, 14, 840-858.	3.8	12
10	Learning Orthographic and Semantic Representations Simultaneously During Shared Reading. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 909-921.	1.6	1
11	Two aspects of psychological functioning in undergraduates with a history of reading difficulties: anxiety and self-efficacy. <i>Annals of Dyslexia</i> , 2021, 71, 84-102.	1.7	9
12	What is the best way to characterise the contributions of oral language to reading comprehension: listening comprehension or individual oral language skills?. <i>Journal of Research in Reading</i> , 2021, 44, 675-694.	2.0	16
13	Informing the Science of Reading: Studentsâ€™ Awareness of Sentenceâ€“Level Information Is Important for Reading Comprehension. <i>Reading Research Quarterly</i> , 2021, 56, S221.	3.3	8
14	Homeschooling during COVID-19: Gender Differences in Workâ€“Family Conflict and Alcohol Use Behaviour among Romantic Couples. <i>Social Sciences</i> , 2021, 10, 240.	1.4	12
15	Parenting through a pandemic: Mental health and substance use consequences of mandated homeschooling.. <i>Couple and Family Psychology: Research and Practice</i> , 2021, 10, 281-293.	1.2	15
16	Orthographic learning and transfer of complex words: insights from eye tracking during reading and learning tasks. <i>Journal of Research in Reading</i> , 2021, 44, 51-69.	2.0	4
17	The Role of Awareness of Crossâ€“Language Suffix Correspondences in Secondâ€“Language Reading Comprehension. <i>Reading Research Quarterly</i> , 2020, 55, 29-43.	3.3	12
18	MorphoLex-FR: A derivational morphological database for 38,840 French words. <i>Behavior Research Methods</i> , 2020, 52, 1008-1025.	4.0	7

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19	To see or not to see: The roles of item properties and language knowledge in Chinese missing logographeme effect. <i>Applied Psycholinguistics</i> , 2020, 41, 1113-1139.	1.1	1
20	The missing-colour effect: The attentional beam captures reading-relevant and reading-irrelevant information. <i>Quarterly Journal of Experimental Psychology</i> , 2020, 73, 1830-1840.	1.1	0
21	Evaluating models of how morphological awareness connects to reading comprehension: A study in Portuguese. <i>Journal of Research in Reading</i> , 2020, 43, 161-179.	2.0	9
22	Easing the disruption of COVID-19: supporting the mental health of the people of Canadaâ€”October 2020â€”an RSC Policy Briefing. <i>Facets</i> , 2020, 5, 1071-1098.	2.4	18
23	Inferring Meaning From Meaningful Parts: The Contributions of Morphological Skills to the Development of Children's Reading Comprehension. <i>Reading Research Quarterly</i> , 2019, 54, 63-80.	3.3	65
24	Testing the self-teaching hypothesis in second language reading. <i>Writing Systems Research</i> , 2019, 11, 1-11.	0.3	9
25	Morphological and Semantic Processing in Developmental Dyslexia. , 2019, , 327-349.		9
26	Morphological awareness and reading achievement in university students. <i>Applied Psycholinguistics</i> , 2019, 40, 743-763.	1.1	13
27	Morphological awareness and word-level reading in early and middle elementary school years. <i>Applied Psycholinguistics</i> , 2019, 40, 1051-1071.	1.1	8
28	A beginning exploration of text generation abilities in university students with a history of reading difficulties. <i>Dyslexia</i> , 2019, 25, 207-218.	1.5	4
29	Young readersâ€™ skill in learning spellings and meanings of words during independent reading. <i>Journal of Experimental Child Psychology</i> , 2019, 181, 56-74.	1.4	8
30	Staying rooted: Spelling performance in children with dyslexia. <i>Applied Psycholinguistics</i> , 2019, 40, 427-444.	1.1	2
31	Effects of peer-led training on academic self-efficacy, study strategies, and academic performance for first-year university students with and without reading difficulties. <i>Contemporary Educational Psychology</i> , 2019, 56, 25-39.	2.9	21
32	Orthographic processing and childrenâ€™s word reading. <i>Applied Psycholinguistics</i> , 2019, 40, 509-534.	1.1	25
33	Morphological Processing Before and During Childrenâ€™s Spelling. <i>Scientific Studies of Reading</i> , 2019, 23, 178-191.	2.0	13
34	The relation between syntactic awareness and contextual facilitation in word reading: What is the role of semantics?. <i>Journal of Research in Reading</i> , 2019, 42, 178-192.	2.0	8
35	From Cantonese Lexical Tone Awareness to Second Language English Vocabulary: Cross-Language Mediation by Segmental Phonological Awareness. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 1875-1889.	1.6	7
36	The relation between orthographic processing and spelling in grade 1 French immersion children. <i>Journal of Research in Reading</i> , 2018, 41, 290-311.	2.0	16

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37	The development of morphological representations in young readers: a cross-modal priming study. <i>Developmental Science</i> , 2018, 21, e12607.	2.4	12
38	The roles of metalinguistic skills in Chinese-English biliteracy development. <i>Reading and Writing</i> , 2018, 31, 1721-1740.	1.7	9
39	Morphological awareness, word reading, and reading comprehension in Portuguese. <i>Applied Psycholinguistics</i> , 2018, 39, 507-525.	1.1	24
40	MorphoLex: A derivational morphological database for 70,000 English words. <i>Behavior Research Methods</i> , 2018, 50, 1568-1580.	4.0	30
41	Assessing Direct Contributions of Morphological Awareness and Prosodic Sensitivity to Children's Word Reading and Reading Comprehension. <i>Scientific Studies of Reading</i> , 2018, 22, 527-534.	2.0	19
42	Understanding the academic motivations of students with a history of reading difficulty: An expectancy-value-cost approach. <i>Learning and Individual Differences</i> , 2018, 67, 41-52.	2.7	32
43	The Role of Orthographic and Semantic Learning in Word Reading and Reading Comprehension. <i>Scientific Studies of Reading</i> , 2018, 22, 384-400.	2.0	26
44	Understanding how syntactic awareness contributes to reading comprehension: Evidence from mediation and longitudinal models. <i>Journal of Educational Psychology</i> , 2018, 110, 72-86.	2.9	45
45	Metacognitive Reading and Study Strategies and Academic Achievement of University Students With and Without a History of Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2017, 50, 81-94.	2.2	42
46	The Role of Metacognitive Reading Strategies, Metacognitive Study and Learning Strategies, and Behavioral Study and Learning Strategies in Predicting Academic Success in Students With and Without a History of Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2017, 50, 34-48.	2.2	47
47	Double dissociations in reading comprehension difficulties among Chinese-English bilinguals and their association with tone awareness. <i>Journal of Research in Reading</i> , 2017, 40, 184-198.	2.0	21
48	The relationship of morphological analysis and morphological decoding to reading comprehension. <i>Journal of Research in Reading</i> , 2017, 40, 1-16.	2.0	57
49	Understanding poor comprehenders in different orthographies: Universal versus language-specific skills. <i>Journal of Research in Reading</i> , 2017, 40, 119-124.	2.0	3
50	Morphological awareness and reading comprehension: Examining mediating factors. <i>Journal of Experimental Child Psychology</i> , 2017, 160, 1-20.	1.4	102
51	Unexpected poor comprehenders: An investigation of multiple aspects of morphological awareness. <i>Journal of Research in Reading</i> , 2017, 40, 125-138.	2.0	12
52	Learning to Read French. , 2017, , .		3
53	Morphology and Spelling in French: A Comparison of At-Risk Readers and Typically Developing Children. <i>Dyslexia</i> , 2017, 23, 406-427.	1.5	4
54	Learning to Read in English and French. <i>Topics in Language Disorders</i> , 2017, 37, 136-153.	1.0	13

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55	Tone matters for Cantoneseâ€“English bilingual childrenâ€™s English word reading development: A unified model of phonological transfer. <i>Memory and Cognition</i> , 2017, 45, 320-333.	1.6	37
56	Personalized Outreach to University Students With a History of Reading Difficulties: Early Screening and Outreach to Support Academically At-Risk Students. <i>Journal of College Student Development</i> , 2017, 58, 432-450.	0.9	14
57	How Children Become Sensitive to the Morphological Structure of the Words That They Read. <i>Frontiers in Psychology</i> , 2017, 8, 1469.	2.1	10
58	Cognate Awareness in French Immersion Students: Contributions to Grade 2 Reading Comprehension. <i>Scientific Studies of Reading</i> , 2016, 20, 389-400.	2.0	20
59	Childrenâ€™s Orthographic Knowledge and Their Word Reading Skill: Testing Bidirectional Relations. <i>Scientific Studies of Reading</i> , 2016, 20, 339-347.	2.0	23
60	The nature of orthographic learning in self-teaching: Testing the extent of transfer. <i>Journal of Experimental Child Psychology</i> , 2016, 145, 79-94.	1.4	35
61	The development of orthographic processing skills in children in early French immersion programs. <i>Contemporary Discourses of Hate and Radicalism Across Space and Genres</i> , 2016, , 17-42.	0.0	0
62	Morphological awareness and vocabulary acquisition: A longitudinal examination of their relationship in English-speaking children. <i>Applied Psycholinguistics</i> , 2015, 36, 299-321.	1.1	75
63	Exploring the effects of word features on French immersion children's ability to deconstruct morphologically complex words. <i>Writing Systems Research</i> , 2015, 7, 157-168.	0.3	3
64	Development of English and French Language and Literacy Skills in EL1 and EL French Immersion Students in the Early Grades. <i>Reading Research Quarterly</i> , 2015, 50, 233-254.	3.3	61
65	Acquiring Orthographic Processing through Word Reading: Evidence from Children Learning to Read French and English. <i>International Journal of Disability Development and Education</i> , 2014, 61, 240-257.	1.1	49
66	The Representation of Roots in the Spelling of Children With Specific Language Impairment. <i>Journal of Learning Disabilities</i> , 2014, 47, 13-21.	2.2	21
67	The Relation Between Morphological Awareness and Reading Comprehension: Evidence From Mediation and Longitudinal Models. <i>Scientific Studies of Reading</i> , 2014, 18, 432-451.	2.0	129
68	Morphological and Syntactic Awareness in Poor Comprehenders. <i>Journal of Learning Disabilities</i> , 2014, 47, 22-33.	2.2	79
69	The development of orthographic processing skills in children in early French immersion programs. <i>Written Language and Literacy</i> , 2014, 17, 16-39.	0.4	14
70	Beyond language borders: orthographic processing and word reading in Spanishâ€“English bilinguals. <i>Journal of Research in Reading</i> , 2013, 36, 58-74.	2.0	24
71	Learning about print: the development of orthographic processing and its relationship to word reading in first grade children in French immersion. <i>Reading and Writing</i> , 2013, 26, 1087-1109.	1.7	62
72	The Role of Visual Processing in Learning to Read Chinese Characters. <i>Scientific Studies of Reading</i> , 2013, 17, 22-40.	2.0	62

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73	Testing the statistical learning of spelling patterns by manipulating semantic and orthographic frequency. <i>Applied Psycholinguistics</i> , 2013, 34, 1093-1108.	1.1	7
74	Reciprocal relationship: Children's morphological awareness and their reading accuracy across grades 2 to 3.. <i>Developmental Psychology</i> , 2013, 49, 1113-1126.	1.6	109
75	Bringing development into a universal model of reading. <i>Behavioral and Brain Sciences</i> , 2012, 35, 284-284.	0.7	4
76	Sounds, letters and meanings: the independent influences of phonological, morphological and orthographic skills on early word reading accuracy. <i>Journal of Research in Reading</i> , 2012, 35, 456-475.	2.0	62
77	Identifying high-functioning dyslexics: is self-report of early reading problems enough?. <i>Annals of Dyslexia</i> , 2012, 62, 120-134.	1.7	60
78	Chicken or egg? Untangling the relationship between orthographic processing skill and reading accuracy. <i>Cognition</i> , 2012, 122, 110-117.	2.2	73
79	Children's morphological awareness and reading ability. <i>Reading and Writing</i> , 2012, 25, 389-410.	1.7	289
80	Morphological awareness: A key to understanding poor reading comprehension in English.. <i>Journal of Educational Psychology</i> , 2011, 103, 523-534.	2.9	182
81	Development of Chinese orthographic processing: A cross-cultural perspective. <i>Writing Systems Research</i> , 2011, 3, 69-86.	0.3	24
82	What we have learned from "learning to read in more than one language". <i>Journal of Research in Reading</i> , 2011, 34, 1-5.	2.0	14
83	Mastering inflectional suffixes: a longitudinal study of beginning writers' spellings*. <i>Journal of Child Language</i> , 2011, 38, 533-553.	1.2	15
84	When cues collide: children's sensitivity to letter- and meaning-patterns in spelling words in English. <i>Journal of Child Language</i> , 2011, 38, 809-827.	1.2	15
85	Development in children's sensitivity to the role of derivations in spelling.. <i>Canadian Journal of Experimental Psychology</i> , 2011, 65, 133-139.	0.8	22
86	Do children see the danger in dangerous? Grade 4, 6, and 8 children's reading of morphologically complex words. <i>Applied Psycholinguistics</i> , 2011, 32, 467-481.	1.1	52
87	How specific is the connection between morphological awareness and spelling? A study of French children. <i>Applied Psycholinguistics</i> , 2011, 32, 499-511.	1.1	68
88	Sounds, letters and meanings: the independent influences of phonological, morphological and orthographic skills on early word reading accuracy. <i>Journal of Research in Reading</i> , 2011, 35, no-no.	2.0	6
89	Developmental stability and changes in the impact of root consistency on children's spelling. <i>Reading and Writing</i> , 2010, 23, 1055-1069.	1.7	17
90	Seeing the harm in harmed and harmful: Morphological processing by children in Grades 4, 6, and 8. <i>Applied Psycholinguistics</i> , 2010, 31, 759-775.	1.1	23

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91	The Effects of Morphological Instruction on Literacy Skills. <i>Review of Educational Research</i> , 2010, 80, 144-179.	7.5	408
92	How Robust is the Contribution of Morphological Awareness to General Spelling Outcomes?. <i>Reading Psychology</i> , 2009, 30, 301-318.	1.4	73
93	Flexibility in young secondâ€language learners: examining the language specificity of orthographic processing. <i>Journal of Research in Reading</i> , 2009, 32, 215-229.	2.0	71
94	Toward a comprehensive view of the skills involved in word reading in Grades 4, 6, and 8. <i>Journal of Experimental Child Psychology</i> , 2009, 102, 96-113.	1.4	226
95	The metric matters: determining the extent of children's knowledge of morphological spelling regularities. <i>Developmental Science</i> , 2008, 11, 396-406.	2.4	27
96	Language Learning in Infancy: Does the Empirical Evidence Support a Domain Specific Language Acquisition Device?. <i>Philosophical Psychology</i> , 2008, 21, 641-671.	0.9	38
97	The timing and mechanisms of children's use of morphological information in spelling: A review of evidence from English and French. <i>Cognitive Development</i> , 2008, 23, 339-359.	1.3	99
98	A statistical learning perspective on children's learning about graphotactic and morphological regularities in spelling.. <i>Canadian Psychology</i> , 2008, 49, 118-124.	2.1	95
99	The representation of morphologically complex words in the developing lexicon*. <i>Journal of Child Language</i> , 2008, 35, 453-465.	1.2	37
100	A Review of the Evidence on Morphological Processing in Dyslexics and Poor Readers: A Strength or Weakness?. , 2008, , 212-238.		55
101	Crossover: The role of morphological awareness in French immersion children's reading.. <i>Developmental Psychology</i> , 2007, 43, 732-746.	1.6	160
102	The Recruitment and Description of UniversityStudents who Self-Report Difficulty Acquiring Early Reading Skills. <i>Exceptionality Education International</i> , 2007, 17, .	0.3	8
103	This turnip's not for turning: Children's morphological awareness and their use of root morphemes in spelling. <i>British Journal of Developmental Psychology</i> , 2006, 24, 567-575.	1.7	51
104	Processing of derived forms in high-functioning dyslexics. <i>Annals of Dyslexia</i> , 2006, 56, 103-128.	1.7	65
105	Getting to the root: young writers' sensitivity to the role of root morphemes in the spelling of inflected and derived words. <i>Journal of Child Language</i> , 2006, 33, 401-417.	1.2	59
106	What young children do and do not know about the spelling of inflections and derivations. <i>Developmental Science</i> , 2005, 8, 583-594.	2.4	61
107	The strength of children's knowledge of the role of root morphemes in the spelling of derived words. <i>Journal of Child Language</i> , 2005, 32, 375-389.	1.2	23
108	Morphological awareness: Just â€more phonologicalâ€? The roles of morphological and phonological awareness in reading development. <i>Applied Psycholinguistics</i> , 2004, 25, 223-238.	1.1	499

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109	The role of metalinguistic and socio-cognitive factors in reading skill. , 0, , .		1
110	Orthographic knowledge: a predictor or an outcome of word reading and spelling in bilingual children?. Reading and Writing, 0, , .	1.7	0