George K Georgiou

List of Publications by Year
in descending order

136 papers	4,963 citations	101543 36 h-index	118850 62 g-index
138 all docs	138 docs citations	138 times ranked	1999 citing authors

#	Article	IF	Citations
1	Predictors of word decoding and reading fluency across languages varying in orthographic consistency.. Journal of Educational Psychology, 2008, 100, 566-580.	2.9	307
2	Naming Speed and Reading: From Prediction to Instruction. Reading Research Quarterly, 2010, 45, 341-362.	3.3	258
3	Examining the effects of home literacy and numeracy environment on early reading and math acquisition. Early Childhood Research Quarterly, 2013, 28, 692-703.	2.7	215
4	Phonological Awareness and Rapid Automatized Naming as Longitudinal Predictors of Reading in Five Alphabetic Orthographies with Varying Degrees of Consistency. Scientific Studies of Reading, 2019, 23, 220-234.	2.0	174
5	Why is rapid automatized naming related to reading?. Journal of Experimental Child Psychology, 2013, 115, 218-225.	1.4	155
6	Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. Reading and Writing, 2012, 25, 321-346.	1.7	133
7	Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. Scientific Studies of Reading, 2008, 12, 24-50.	2.0	119
8	Investigating the Double-Deficit Hypothesis in Greek. Journal of Learning Disabilities, 2009, 42, 528-547.	2.2	118
9	Rapid naming speed and reading across languages that vary in orthographic consistency. Reading and Writing, 2008, 21, 885-903.	1.7	99
10	Does writing system influence the associations between phonological awareness, morphological awareness, and reading? A meta-analysis.. Journal of Educational Psychology, 2018, 110, 180-202.	2.9	99
11	How Well Do Phonological Awareness and Rapid Automatized Naming Correlate With Chinese Reading Accuracy and Fluency? A Meta-Analysis. Scientific Studies of Reading, 2016, 20, 99-123.	2.0	97
12	Rapid naming speed and Chinese character recognition. Reading and Writing, 2008, 21, 231-253.	1.7	95
13	Rapid Naming Components and Their Relationship With Phonological Awareness, Orthographic Knowledge, Speed of Processing, and Different Reading Outcomes. Scientific Studies of Reading, 2008, 12, 325-350.	2.0	92
14	Development of serial processing in reading and rapid naming. Journal of Experimental Child Psychology, 2013, 116, 914-929.	1.4	91
15	Cross-lagged relationships between home learning environment and academic achievement in Chinese. Early Childhood Research Quarterly, 2015, 33, 12-20.	2.7	85
16	Modeling the relationships of parents' expectations, family's SES, and home literacy environment with emergent literacy skills and word reading in Chinese. Early Childhood Research Quarterly, 2018, 43, 1-10.	2.7	85
17	RAN Components and Reading Development From Grade 3 to Grade 5: What Underlies Their Relationship?. Scientific Studies of Reading, 2009, 13, 508-534.	2.0	81
18	Revisiting the home literacy model of reading development in an orthographically consistent language. Learning and Instruction, 2011, 21, 496-505.	3.2	81

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19	Rapid Naming Speed Components and Early Reading Acquisition. Scientific Studies of Reading, 2006, 10, 199-220.	2.0	78
20	Is rapid automatized naming related to reading and mathematics for the same reason(s)? A follow-up study from kindergarten to Grade 1. Journal of Experimental Child Psychology, 2013, 115, 481-496.	1.4	78
21	How Is RAN Related to Reading Fluency? A Comprehensive Examination of the Prominent Theoretical Accounts. Frontiers in Psychology, 2016, 7, 1217.	2.1	71
22	Examining an Extended Home Literacy Model: The Mediating Roles of Emergent Literacy Skills and Reading Fluency. Scientific Studies of Reading, 2018, 22, 273-288.	2.0	69
23	Rapid naming speed components and reading development in a consistent orthography. Journal of Experimental Child Psychology, 2012, 112, 1-17.	1.4	66
24	The role of rapid naming in reading development and dyslexia in Chinese. Journal of Experimental Child Psychology, 2015, 130, 106-122.	1.4	66
25	Modeling the relationship between rapid automatized naming and literacy skills across languages varying in orthographic consistency. Journal of Experimental Child Psychology, 2016, 143, 48-64.	1.4	66
26	Are Auditory and Visual Processing Deficits Related to Developmental Dyslexia?. Dyslexia, 2012, 18, 110-129.	1.5	64
27	Beginning to read across languages varying in orthographic consistency: Comparing the effects of non-cognitive and cognitive predictors. Learning and Instruction, 2009, 19, 466-480.	3.2	62
28	Examining the Double-Deficit Hypothesis in an Orthographically Consistent Language. Scientific Studies of Reading, 2012, 16, 287-315.	2.0	57
29	Early contribution of morphological awareness to literacy skills across languages varying in orthographic consistency. Reading and Writing, 2018, 31, 1695-1719.	1.7	57
30	Examining the relationship between rapid automatized naming and arithmetic fluency in Chinese kindergarten children. Journal of Experimental Child Psychology, 2017, 154, 146-163.	1.4	55
31	Comparing the contribution of two tests of working memory to reading in relation to phonological awareness and rapid naming speed. Journal of Research in Reading, 2008, 31, 302-318.	2.0	53
32	Auditory temporal processing and dyslexia in an orthographically consistent language. Cortex, 2010, 46, 1330-1344.	2.4	53
33	Does task-focused versus task-avoidance behavior matter for literacy development in an orthographically consistent language?. Contemporary Educational Psychology, 2010, 35, 1-10.	2.9	53
34	Task-focused behaviour and literacy development: a reciprocal relationship. Journal of Research in Reading, 2010, 33, 302-319.	2.0	49
35	Contribution of cognitive and linguistic skills to word-reading accuracy and fluency in Chinese. International Journal of Educational Research, 2017, 82, 75-90.	2.2	45
36	The Longitudinal Contribution of Early Morphological Awareness Skills to Reading Fluency and Comprehension in Greek. Frontiers in Psychology, 2017, 8, 1793.	2.1	44

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37	Preventative Reading Interventions Teaching Direct Mapping of Graphemes in Texts and Set-for-Variability Aid At-Risk Learners. Scientific Studies of Reading, 2018, 22, 225-247.	2.0	42
38	Word Reading Fluency as a Serial Naming Task. Scientific Studies of Reading, 2018, 22, 248-263.	2.0	42
39	Direct and indirect effects of executive function on reading comprehension in young adults. Journal of Research in Reading, 2018, 41, 243-258.	2.0	42
40	A functional investigation of RAN letters, digits, and objects: How similar are they?. Behavioural Brain Research, 2014, 275, 157-165.	2.2	41
41	Correlates of Canadian native children's reading performance: From cognitive styles to cognitive processes. Journal of School Psychology, 2007, 45, 589-602.	2.9	37
42	What component of executive functions contributes to normal and impaired reading comprehension in young adults?. Research in Developmental Disabilities, 2016, 49-50, 118-128.	2.2	37
43	Cognitive predictors of literacy acquisition in syllabic Hiragana and morphographic Kanji. Reading and Writing, 2017, 30, 1335-1360.	1.7	37
44	How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study. Reading and Writing, 2020, 33, 1745-1767.	1.7	37
45	Different RAN components relate to reading at different points in time. Reading and Writing, 2014, 27, 1379-1394.	1.7	33
46	Reading and Spelling Development Across Languages Varying in Orthographic Consistency: Do Their Paths Cross?. Child Development, 2020, 91, e266-e279.	3.0	33
47	Home Literacy Environment and Early Literacy Development Across Languages Varying in Orthographic Consistency. Frontiers in Psychology, 2020, 11, 1923.	2.1	32
48	The anatomy of the RAN-reading relationship. Reading and Writing, 2016, 29, 1793-1815.	1.7	31
49	Examining the effects of PASS cognitive processes on Chinese reading accuracy and fluency. Learning and Individual Differences, 2012, 22, 139-143.	2.7	30
50	Are morphological awareness and literacy skills reciprocally related? Evidence from a cross-linguistic study.. Journal of Educational Psychology, 2019, 111, 1362-1381.	2.9	30
51	Pathways of the inferior frontal occipital fasciculus in overt speech and reading. Neuroscience, 2017, 364, 93-106.	2.3	29
52	From individual word recognition to word list and text reading fluency.. Journal of Educational Psychology, 2020, 112, 22-39.	2.9	28
53	University Students with a Significant History of Reading Difficulties:What Is and Is Not Compensated?. Exceptionality Education International, 2007, 17, .	0.3	28
54	Low-level deficits in beat perception: Neither necessary nor sufficient for explaining developmental dyslexia in a consistent orthography. Research in Developmental Disabilities, 2012, 33, 1841-1856.	2.2	27

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55	Cognitive Processing Skills and Developmental Dyslexia in Chinese. Journal of Learning Disabilities, 2012, 45, 526-537.	2.2	26
56	The contribution of executive functions to naming digits, objects, and words. Reading and Writing, 2017, 30, 121-141.	1.7	26
57	A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. Annals of Dyslexia, 2020, 70, 1-26.	1.7	26
58	Eye movements of university students with and without reading difficulties during naming speed tasks. Annals of Dyslexia, 2014, 64, 137-150.	1.7	25
59	The precursors of double dissociation between reading and spelling in a transparent orthography. Annals of Dyslexia, 2017, 67, 42-62.	1.7	24
60	Developmental Relations Between Home Literacy Environment, Reading Interest, and Reading Skills: Evidence From a 3â€Year Longitudinal Study. Child Development, 2021, 92, 2053-2068.	3.0	24
61	Naming of short words is (almost) the same as naming of alphanumeric symbols: Evidence from two orthographies. Journal of Experimental Child Psychology, 2016, 144, 152-165.	1.4	23
62	The Role of Morphological Awareness in Word Reading Skills in Japanese: A Within-Language Cross-Orthographic Perspective. Scientific Studies of Reading, 2017, 21, 449-462.	2.0	22
63	Influence of Distal and Proximal Cognitive Processes on Word Reading. Reading Psychology, 2008, 29, 366-393.	1.4	21
64	Examining the Cross-Lagged Relationships Between RAN and Word Reading in Chinese. Scientific Studies of Reading, 2015, 19, 446-455.	2.0	21
65	The role of planning in different mathematical skills. Journal of Cognitive Psychology, 2016, 28, 234-241.	0.9	20
66	Is rapid automatized naming automatic?. Preschool and Primary Education, 0, 1, 67.	0.2	20
67	The role of achievement strategies on literacy acquisition across languages. Contemporary Educational Psychology, 2011, 36, 130-141.	2.9	19
68	Using Serial and Discrete Digit Naming to Unravel Word Reading Processes. Frontiers in Psychology, 2018, 9, 524.	2.1	19
69	Reading comprehension in university students: relevance of PASS theory of intelligence. Journal of Research in Reading, 2014, 37, S101.	2.0	18
70	Levels of planning predict different reading comprehension outcomes. Learning and Individual Differences, 2016, 48, 24-28.	2.7	18
71	RAN Backward: A Test of the Visual Scanning Hypothesis. Scientific Studies of Reading, 2013, 17, 453-461.	2.0	17
72	Examining the direct and indirect effects of visualâ€"verbal paired associate learning on Chinese word reading. Journal of Experimental Child Psychology, 2017, 160, 81-91.	1.4	17

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73	Is processing of symbols and words influenced by writing system? Evidence from Chinese, Korean, English, and Greek. Journal of Experimental Child Psychology, 2017, 164, 117-135.	1.4	17
74	Cognitive and environmental correlates of rapid automatized naming in Chinese kindergarten children.. Journal of Educational Psychology, 2017, 109, 465-476.	2.9	17
75	Understanding the role of speech production in reading: Evidence for a print-to-speech neural network using graphical analysis.. Neuropsychology, 2016, 30, 385-397.	1.3	16
76	Can earlier literacy skills have a negative impact on future home literacy activities? Evidence from Japanese. Journal of Research in Reading, 2018, 41, 159-175.	2.0	16
77	What mechanism underlies the rapid automatized naming–reading relation?. Journal of Experimental Child Psychology, 2020, 194, 104840.	1.4	16
78	The Contribution of RAN Pause Time and Articulation Time to Reading Across Languages: Evidence From a More Representative Sample of Children. Scientific Studies of Reading, 2015, 19, 135-144.	2.0	15
79	Dyslexia in a consistent orthography: Evidence from reading‐level match design. Dyslexia, 2020, 26, 343-358.	1.5	15
80	PASS theory of intelligence and academic achievement: A meta-analytic review. Intelligence, 2020, 79, 101431.	3.0	15
81	Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis. Annals of Dyslexia, 2021, 71, 5-27.	1.7	15
82	University Students With Poor Reading Comprehension. Journal of Learning Disabilities, 2015, 48, 535-545.	2.2	14
83	Direct and indirect effects of self-concept of ability on math skills. Learning and Individual Differences, 2018, 61, 51-58.	2.7	14
84	Different Subcomponents of Executive Functioning Predict Different Growth Parameters in Mathematics: Evidence From a 4-Year Longitudinal Study With Chinese Children. Frontiers in Psychology, 2018, 9, 1037.	2.1	14
85	Rapid naming speed components and reading comprehension in bilingual children. Journal of Research in Reading, 2011, 34, 6-22.	2.0	13
86	Cultural influences on the relation between executive functions and academic achievement. Reading and Writing, 2020, 33, 991-1013.	1.7	13
87	Are RAN deficits in university students with dyslexia due to defective lexical access, impaired anchoring, or slow articulation?. Annals of Dyslexia, 2018, 68, 85-103.	1.7	12
88	Are the relations of rapid automatized naming with reading and mathematics accuracy and fluency bidirectional? Evidence from a 5-year longitudinal study with Chinese children.. Journal of Educational Psychology, 2020, 112, 1506-1520.	2.9	12
89	Different Measures of Print Exposure Predict Different Aspects of Vocabulary. Reading Research Quarterly, 2018, 53, 443-454.	3.3	11
90	Examining the effects of Structured Word Inquiry on the reading and spelling skills of persistently poor Grade 3 readers. Journal of Research in Reading, 2021, 44, 131-153.	2.0	11

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91	Fixation-related potentials in naming speed: A combined EEG and eye-tracking study on children with dyslexia. Clinical Neurophysiology, 2021, 132, 2798-2807.	1.5	11
92	The Cognitive Profiles of Poor Readers/Good Spellers and Good Readers/Poor Spellers in a Consistent Orthography: A Retrospective Analysis. Preschool and Primary Education, 2015, 3, 103.	0.2	11
93	Examining the developmental dynamics between achievement strategies and different literacy skills. International Journal of Behavioral Development, 2013, 37, 173-181.	2.4	10
94	Is Intelligence Relevant in Reading â€œÎ¼Î¬Î½Î±â€•and in Calculating â€œ3 + 5â€?. , 2015, , 225-243.		10
95	The Role of Approximate Number System in Different Mathematics Skills Across Grades. Frontiers in Psychology, 2018, 9, 1733.	2.1	10
96	The Effects of Teaching Complex Grapheme-Phoneme Correspondences: Evidence from a Dual Site Cluster Trial with At-Risk Grade 2 Students. Scientific Studies of Reading, 2020, 24, 321-337.	2.0	10
97	Rapid automatized naming and spelling performance in alphabetic languages: a meta-analysis. Reading and Writing, 2021, 34, 2559-2580.	1.7	9
98	Do Chinese Children With Math Difficulties Have a Deficit in Executive Functioning?. Frontiers in Psychology, 2018, 9, 906.	2.1	8
99	Do pinyin and character recognition help each other grow?. Early Childhood Research Quarterly, 2020, 53, 476-483.	2.7	8
100	Lexicality effects on orthographic learning in beginning and advanced readers of Dutch: An eye-tracking study. Quarterly Journal of Experimental Psychology, 2022, 75, 1135-1154.	1.1	8
101	Cross-lagged relations between task-avoidant behavior and literacy skills in Chinese. Learning and Individual Differences, 2013, 25, 73-79.	2.7	7
102	The Distinct Roles of Dorsal and Ventral Visual Systems in Naming of Chinese Characters. Neuroscience, 2018, 390, 256-264.	2.3	7
103	Predicting the early growth of word and nonword reading fluency in a consistent syllabic orthography. Journal of Research in Reading, 2020, 43, 364-381.	2.0	7
104	The Relationship of Cognitive Processes With Reading and Mathematics Achievement in Intellectually Gifted Children. Roeper Review, 2020, 42, 126-135.	0.8	7
105	How does rapid automatized naming influence orthographic knowledge?. Journal of Experimental Child Psychology, 2021, 204, 105064.	1.4	7
106	The development of brain rhythms at rest and its impact on vocabulary acquisition. Developmental Science, 2022, 25, e13157.	2.4	7
107	Can the Relationship Between Rapid Automatized Naming and Word Reading Be Explained by a Catastrophe? Empirical Evidence From Students With and Without Reading Difficulties. Journal of Learning Disabilities, 2019, 52, 59-70.	2.2	6
108	Tracking the serial advantage in the naming rate of multiple over isolated stimulus displays. Reading and Writing, 2020, 33, 349-375.	1.7	6

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109	Do Reading and Arithmetic Fluency Share the Same Cognitive Base?. Frontiers in Psychology, 2021, 12, 709448.	2.1	6
110	A meta-analytic review of comprehension deficits in students with dyslexia. Annals of Dyslexia, 2022, 72, 204-248.	1.7	6
111	Cross‐lagged relations between teacher and parent ratings of children's task avoidance and different literacy skills. British Journal of Educational Psychology, 2017, 87, 438-455.	2.9	5
112	The PASS to superior reading performance. High Ability Studies, 2018, 29, 135-148.	1.9	5
113	A Systematic Review on Quality Indicators of Randomized Control Trial Reading Fluency Intervention Studies. Reading and Writing Quarterly, 2022, 38, 359-378.	1.4	5
114	Spelling and Writing Self-efficacy of Indo-Canadian and Anglo-Canadian Early Adolescents. Journal of International Migration and Integration, 2008, 9, 311-326.	1.4	4
115	Cross-script transfer of word reading fluency in a mixed writing system: Evidence from a longitudinal study in Japanese. Applied Psycholinguistics, 2019, 40, 235-251.	1.1	4
116	Cultural influences on the relationship between self-concept, interest, task-focused behavior, and reading skills. Journal of Cultural Cognitive Science, 2021, 5, 311-323.	1.1	4
117	Examining the contribution of RAN components to reading fluency, reading comprehension, and spelling in German. Reading and Writing, 2021, 34, 2317-2336.	1.7	4
118	Examining the growth trajectories and cognitive predictors of reading in a consistent orthography: Evidence from a 10-year longitudinal study. Applied Psycholinguistics, 2021, 42, 1287-1311.	1.1	4
119	What aspects of the home literacy environment differentiate Chinese children at risk for reading difficulties from their not at risk controls?. Preschool and Primary Education, 2019, 7, 1.	0.2	4
120	Shared and unique functional connectivity underpinning rapid naming and character reading in Chinese. Journal of Neurolinguistics, 2022, 62, 101052.	1.1	4
121	Tower of London: What Level of Planning Does it Measure?. Psychological Studies, 2017, 62, 261-267.	1.0	3
122	Cross-lagged relations between vocabulary and word reading in multi-scripts. Reading and Writing, 0, , 1.	1.7	3
123	Cascaded processing in naming and reading: Evidence from Chinese and Korean. Journal of Experimental Child Psychology, 2022, 220, 105416.	1.4	3
124	Cross-script effects of cognitive-linguistic skills on Japanese Hiragana and Kanji: Evidence from a longitudinal study. Journal of Cultural Cognitive Science, 2022, 6, 119-134.	1.1	3
125	Behavioral and neural rhythm sensitivities predict phonological awareness and word reading development in Chinese. Brain and Language, 2022, 230, 105126.	1.6	3
126	Cognitive skills, self-beliefs and task interest in children with low reading and/or arithmetic fluency. Learning and Individual Differences, 2022, 97, 102160.	2.7	3

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127	Establishing Measurement Invariance of the Cognitive Assessment System Across Cultures. , 2015, , 137-148.		2
128	Examining the relation between PASS cognitive processes and superior reading and mathematics performance. Psychology in the Schools, 2021, 58, 252-267.	1.8	2
129	Examining the relation of Cognitive Assessment System-2: Brief with academic achievement in a sample of Greek-speaking children. International Journal of School and Educational Psychology, 2023, 11, 86-94.	1.6	2
130	Reading in different scripts predicts different cognitive skills: evidence from Japanese. Reading and Writing, 0, , 1.	1.7	2
131	Cross-language contributions of rapid automatized naming to reading accuracy and fluency in young adults: evidence from eight languages representing different writing systems. Journal of Cultural Cognitive Science, 0, , 1.	1.1	2
132	The effect of orthography on literacy development: Evidence from studies in different languages. A Review of 'Handbook of Orthography and Literacy' by JOSHI, M., and AARON, P. G.. Journal of Research in Reading, 2006, 29, 457-458.	2.0	1
133	The Role of Distal and Proximal Cognitive Processes in Literacy Skills in Greek. Literacy Studies, 2020, , 171-184.	0.3	1
134	Examining the simple view of reading in a hybrid orthography. Contemporary Educational Psychology, 2022, 69, 102065.	2.9	1
135	Child and Adolescent Development in China: Not That Different From Western Countries After All?. New Directions for Child and Adolescent Development, 2019, 2019, 163-166.	2.2	0
136	Professor C. K. Leong: in memoriam. Annals of Dyslexia, 2021, 71, 1-4.	1.7	0