

George K Georgiou

List of Publications by Year in descending order

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Version: 2024-02-01

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	Examining the relation of Cognitive Assessment System-2: Brief with academic achievement in a sample of Greek-speaking children. <i>International Journal of School and Educational Psychology</i> , 2023, 11, 86-94.	1.6	2
2	The development of brain rhythms at rest and its impact on vocabulary acquisition. <i>Developmental Science</i> , 2022, 25, e13157.	2.4	7
3	A Systematic Review on Quality Indicators of Randomized Control Trial Reading Fluency Intervention Studies. <i>Reading and Writing Quarterly</i> , 2022, 38, 359-378.	1.4	5
4	Lexicality effects on orthographic learning in beginning and advanced readers of Dutch: An eye-tracking study. <i>Quarterly Journal of Experimental Psychology</i> , 2022, 75, 1135-1154.	1.1	8
5	A meta-analytic review of comprehension deficits in students with dyslexia. <i>Annals of Dyslexia</i> , 2022, 72, 204-248.	1.7	6
6	Shared and unique functional connectivity underpinning rapid naming and character reading in Chinese. <i>Journal of Neurolinguistics</i> , 2022, 62, 101052.	1.1	4
7	Examining the simple view of reading in a hybrid orthography. <i>Contemporary Educational Psychology</i> , 2022, 69, 102065.	2.9	1
8	Cascaded processing in naming and reading: Evidence from Chinese and Korean. <i>Journal of Experimental Child Psychology</i> , 2022, 220, 105416.	1.4	3
9	Cross-script effects of cognitive-linguistic skills on Japanese Hiragana and Kanji: Evidence from a longitudinal study. <i>Journal of Cultural Cognitive Science</i> , 2022, 6, 119-134.	1.1	3
10	Behavioral and neural rhythm sensitivities predict phonological awareness and word reading development in Chinese. <i>Brain and Language</i> , 2022, 230, 105126.	1.6	3
11	Cognitive skills, self-beliefs and task interest in children with low reading and/or arithmetic fluency. <i>Learning and Individual Differences</i> , 2022, 97, 102160.	2.7	3
12	Examining the effects of Structured Word Inquiry on the reading and spelling skills of persistently poor Grade 3 readers. <i>Journal of Research in Reading</i> , 2021, 44, 131-153.	2.0	11
13	Examining the relation between PASS cognitive processes and superior reading and mathematics performance. <i>Psychology in the Schools</i> , 2021, 58, 252-267.	1.8	2
14	Cultural influences on the relationship between self-concept, interest, task-focused behavior, and reading skills. <i>Journal of Cultural Cognitive Science</i> , 2021, 5, 311-323.	1.1	4
15	Professor C. K. Leong: in memoriam. <i>Annals of Dyslexia</i> , 2021, 71, 1-4.	1.7	0
16	Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis. <i>Annals of Dyslexia</i> , 2021, 71, 5-27.	1.7	15
17	How does rapid automatized naming influence orthographic knowledge?. <i>Journal of Experimental Child Psychology</i> , 2021, 204, 105064.	1.4	7
18	Examining the contribution of RAN components to reading fluency, reading comprehension, and spelling in German. <i>Reading and Writing</i> , 2021, 34, 2317-2336.	1.7	4

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19	Rapid automatized naming and spelling performance in alphabetic languages: a meta-analysis. <i>Reading and Writing</i> , 2021, 34, 2559-2580.	1.7	9
20	Developmental Relations Between Home Literacy Environment, Reading Interest, and Reading Skills: Evidence From a 3-Year Longitudinal Study. <i>Child Development</i> , 2021, 92, 2053-2068.	3.0	24
21	Examining the growth trajectories and cognitive predictors of reading in a consistent orthography: Evidence from a 10-year longitudinal study. <i>Applied Psycholinguistics</i> , 2021, 42, 1287-1311.	1.1	4
22	Do Reading and Arithmetic Fluency Share the Same Cognitive Base?. <i>Frontiers in Psychology</i> , 2021, 12, 709448.	2.1	6
23	Fixation-related potentials in naming speed: A combined EEG and eye-tracking study on children with dyslexia. <i>Clinical Neurophysiology</i> , 2021, 132, 2798-2807.	1.5	11
24	Reading and Spelling Development Across Languages Varying in Orthographic Consistency: Do Their Paths Cross?. <i>Child Development</i> , 2020, 91, e266-e279.	3.0	33
25	Cultural influences on the relation between executive functions and academic achievement. <i>Reading and Writing</i> , 2020, 33, 991-1013.	1.7	13
26	Tracking the serial advantage in the naming rate of multiple over isolated stimulus displays. <i>Reading and Writing</i> , 2020, 33, 349-375.	1.7	6
27	A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. <i>Annals of Dyslexia</i> , 2020, 70, 1-26.	1.7	26
28	How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study. <i>Reading and Writing</i> , 2020, 33, 1745-1767.	1.7	37
29	The Effects of Teaching Complex Grapheme-Phoneme Correspondences: Evidence from a Dual Site Cluster Trial with At-Risk Grade 2 Students. <i>Scientific Studies of Reading</i> , 2020, 24, 321-337.	2.0	10
30	Do pinyin and character recognition help each other grow?. <i>Early Childhood Research Quarterly</i> , 2020, 53, 476-483.	2.7	8
31	Predicting the early growth of word and nonword reading fluency in a consistent syllabic orthography. <i>Journal of Research in Reading</i> , 2020, 43, 364-381.	2.0	7
32	Home Literacy Environment and Early Literacy Development Across Languages Varying in Orthographic Consistency. <i>Frontiers in Psychology</i> , 2020, 11, 1923.	2.1	32
33	The Relationship of Cognitive Processes With Reading and Mathematics Achievement in Intellectually Gifted Children. <i>Roeper Review</i> , 2020, 42, 126-135.	0.8	7
34	What mechanism underlies the rapid automatized naming-reading relation?. <i>Journal of Experimental Child Psychology</i> , 2020, 194, 104840.	1.4	16
35	Dyslexia in a consistent orthography: Evidence from reading-level match design. <i>Dyslexia</i> , 2020, 26, 343-358.	1.5	15
36	PASS theory of intelligence and academic achievement: A meta-analytic review. <i>Intelligence</i> , 2020, 79, 101431.	3.0	15

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37	From individual word recognition to word list and text reading fluency.. Journal of Educational Psychology, 2020, 112, 22-39.	2.9	28
38	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
39	The Role of Distal and Proximal Cognitive Processes in Literacy Skills in Greek. Literacy Studies, 2020, , 171-184.	0.3	1
40	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
41	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
42	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
43	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
44	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
45	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
46	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
47	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
48	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
49	Word Reading Fluency as a Serial Naming Task. Scientific Studies of Reading, 2018, 22, 248-263.	2.0	42
50	Different Measures of Print Exposure Predict Different Aspects of Vocabulary. Reading Research Quarterly, 2018, 53, 443-454.	3.3	11
51	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
52	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
53	Early contribution of morphological awareness to literacy skills across languages varying in orthographic consistency. Reading and Writing, 2018, 31, 1695-1719.	1.7	57
54	Direct and indirect effects of self-concept of ability on math skills. Learning and Individual Differences, 2018, 61, 51-58.	2.7	14

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55	Modeling the relationships of parents'™ expectations, family'™s SES, and home literacy environment with emergent literacy skills and word reading in Chinese. <i>Early Childhood Research Quarterly</i> , 2018, 43, 1-10.	2.7	85
56	The Role of Approximate Number System in Different Mathematics Skills Across Grades. <i>Frontiers in Psychology</i> , 2018, 9, 1733.	2.1	10
57	The Distinct Roles of Dorsal and Ventral Visual Systems in Naming of Chinese Characters. <i>Neuroscience</i> , 2018, 390, 256-264.	2.3	7
58	Using Serial and Discrete Digit Naming to Unravel Word Reading Processes. <i>Frontiers in Psychology</i> , 2018, 9, 524.	2.1	19
59	Do Chinese Children With Math Difficulties Have a Deficit in Executive Functioning?. <i>Frontiers in Psychology</i> , 2018, 9, 906.	2.1	8
60	Different Subcomponents of Executive Functioning Predict Different Growth Parameters in Mathematics: Evidence From a 4-Year Longitudinal Study With Chinese Children. <i>Frontiers in Psychology</i> , 2018, 9, 1037.	2.1	14
61	The PASS to superior reading performance. <i>High Ability Studies</i> , 2018, 29, 135-148.	1.9	5
62	Does writing system influence the associations between phonological awareness, morphological awareness, and reading? A meta-analysis.. <i>Journal of Educational Psychology</i> , 2018, 110, 180-202.	2.9	99
63	The precursors of double dissociation between reading and spelling in a transparent orthography. <i>Annals of Dyslexia</i> , 2017, 67, 42-62.	1.7	24
64	The contribution of executive functions to naming digits, objects, and words. <i>Reading and Writing</i> , 2017, 30, 121-141.	1.7	26
65	Examining the relationship between rapid automatized naming and arithmetic fluency in Chinese kindergarten children. <i>Journal of Experimental Child Psychology</i> , 2017, 154, 146-163.	1.4	55
66	Contribution of cognitive and linguistic skills to word-reading accuracy and fluency in Chinese. <i>International Journal of Educational Research</i> , 2017, 82, 75-90.	2.2	45
67	Cross-lagged relations between teacher and parent ratings of children's task avoidance and different literacy skills. <i>British Journal of Educational Psychology</i> , 2017, 87, 438-455.	2.9	5
68	Examining the direct and indirect effects of visual-verbal paired associate learning on Chinese word reading. <i>Journal of Experimental Child Psychology</i> , 2017, 160, 81-91.	1.4	17
69	Pathways of the inferior frontal occipital fasciculus in overt speech and reading. <i>Neuroscience</i> , 2017, 364, 93-106.	2.3	29
70	The Role of Morphological Awareness in Word Reading Skills in Japanese: A Within-Language Cross-Orthographic Perspective. <i>Scientific Studies of Reading</i> , 2017, 21, 449-462.	2.0	22
71	Is processing of symbols and words influenced by writing system? Evidence from Chinese, Korean, English, and Greek. <i>Journal of Experimental Child Psychology</i> , 2017, 164, 117-135.	1.4	17
72	Cognitive predictors of literacy acquisition in syllabic Hiragana and morphographic Kanji. <i>Reading and Writing</i> , 2017, 30, 1335-1360.	1.7	37

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73	Tower of London: What Level of Planning Does it Measure?. <i>Psychological Studies</i> , 2017, 62, 261-267.	1.0	3
74	The Longitudinal Contribution of Early Morphological Awareness Skills to Reading Fluency and Comprehension in Greek. <i>Frontiers in Psychology</i> , 2017, 8, 1793.	2.1	44
75	Cognitive and environmental correlates of rapid automatized naming in Chinese kindergarten children.. <i>Journal of Educational Psychology</i> , 2017, 109, 465-476.	2.9	17
76	How Is RAN Related to Reading Fluency? A Comprehensive Examination of the Prominent Theoretical Accounts. <i>Frontiers in Psychology</i> , 2016, 7, 1217.	2.1	71
77	The anatomy of the RAN-reading relationship. <i>Reading and Writing</i> , 2016, 29, 1793-1815.	1.7	31
78	Levels of planning predict different reading comprehension outcomes. <i>Learning and Individual Differences</i> , 2016, 48, 24-28.	2.7	18
79	Understanding the role of speech production in reading: Evidence for a print-to-speech neural network using graphical analysis.. <i>Neuropsychology</i> , 2016, 30, 385-397.	1.3	16
80	How Well Do Phonological Awareness and Rapid Automatized Naming Correlate With Chinese Reading Accuracy and Fluency? A Meta-Analysis. <i>Scientific Studies of Reading</i> , 2016, 20, 99-123.	2.0	97
81	Modeling the relationship between rapid automatized naming and literacy skills across languages varying in orthographic consistency. <i>Journal of Experimental Child Psychology</i> , 2016, 143, 48-64.	1.4	66
82	The role of planning in different mathematical skills. <i>Journal of Cognitive Psychology</i> , 2016, 28, 234-241.	0.9	20
83	Naming of short words is (almost) the same as naming of alphanumeric symbols: Evidence from two orthographies. <i>Journal of Experimental Child Psychology</i> , 2016, 144, 152-165.	1.4	23
84	What component of executive functions contributes to normal and impaired reading comprehension in young adults?. <i>Research in Developmental Disabilities</i> , 2016, 49-50, 118-128.	2.2	37
85	Cross-lagged relationships between home learning environment and academic achievement in Chinese. <i>Early Childhood Research Quarterly</i> , 2015, 33, 12-20.	2.7	85
86	Examining the Cross-Lagged Relationships Between RAN and Word Reading in Chinese. <i>Scientific Studies of Reading</i> , 2015, 19, 446-455.	2.0	21
87	Establishing Measurement Invariance of the Cognitive Assessment System Across Cultures. , 2015, , 137-148.		2
88	Is Intelligence Relevant in Reading $\frac{1}{4} - \frac{1}{2}$ and in Calculating $\frac{3}{5} + 5$?. , 2015, , 225-243.		10
89	The Contribution of RAN Pause Time and Articulation Time to Reading Across Languages: Evidence From a More Representative Sample of Children. <i>Scientific Studies of Reading</i> , 2015, 19, 135-144.	2.0	15
90	University Students With Poor Reading Comprehension. <i>Journal of Learning Disabilities</i> , 2015, 48, 535-545.	2.2	14

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91	The role of rapid naming in reading development and dyslexia in Chinese. <i>Journal of Experimental Child Psychology</i> , 2015, 130, 106-122.	1.4	66
92	The Cognitive Profiles of Poor Readers/Good Spellers and Good Readers/Poor Spellers in a Consistent Orthography: A Retrospective Analysis. <i>Preschool and Primary Education</i> , 2015, 3, 103.	0.2	11
93	Reading comprehension in university students: relevance of PASS theory of intelligence. <i>Journal of Research in Reading</i> , 2014, 37, S101.	2.0	18
94	Different RAN components relate to reading at different points in time. <i>Reading and Writing</i> , 2014, 27, 1379-1394.	1.7	33
95	A functional investigation of RAN letters, digits, and objects: How similar are they?. <i>Behavioural Brain Research</i> , 2014, 275, 157-165.	2.2	41
96	Eye movements of university students with and without reading difficulties during naming speed tasks. <i>Annals of Dyslexia</i> , 2014, 64, 137-150.	1.7	25
97	Examining the effects of home literacy and numeracy environment on early reading and math acquisition. <i>Early Childhood Research Quarterly</i> , 2013, 28, 692-703.	2.7	215
98	Development of serial processing in reading and rapid naming. <i>Journal of Experimental Child Psychology</i> , 2013, 116, 914-929.	1.4	91
99	Is rapid automatized naming related to reading and mathematics for the same reason(s)? A follow-up study from kindergarten to Grade 1. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 481-496.	1.4	78
100	Cross-lagged relations between task-avoidant behavior and literacy skills in Chinese. <i>Learning and Individual Differences</i> , 2013, 25, 73-79.	2.7	7
101	Why is rapid automatized naming related to reading?. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 218-225.	1.4	155
102	Examining the developmental dynamics between achievement strategies and different literacy skills. <i>International Journal of Behavioral Development</i> , 2013, 37, 173-181.	2.4	10
103	RAN Backward: A Test of the Visual Scanning Hypothesis. <i>Scientific Studies of Reading</i> , 2013, 17, 453-461.	2.0	17
104	Examining the Double-Deficit Hypothesis in an Orthographically Consistent Language. <i>Scientific Studies of Reading</i> , 2012, 16, 287-315.	2.0	57
105	Cognitive Processing Skills and Developmental Dyslexia in Chinese. <i>Journal of Learning Disabilities</i> , 2012, 45, 526-537.	2.2	26
106	Low-level deficits in beat perception: Neither necessary nor sufficient for explaining developmental dyslexia in a consistent orthography. <i>Research in Developmental Disabilities</i> , 2012, 33, 1841-1856.	2.2	27
107	Rapid naming speed components and reading development in a consistent orthography. <i>Journal of Experimental Child Psychology</i> , 2012, 112, 1-17.	1.4	66
108	Examining the effects of PASS cognitive processes on Chinese reading accuracy and fluency. <i>Learning and Individual Differences</i> , 2012, 22, 139-143.	2.7	30

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109	Are Auditory and Visual Processing Deficits Related to Developmental Dyslexia?. <i>Dyslexia</i> , 2012, 18, 110-129.	1.5	64
110	Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. <i>Reading and Writing</i> , 2012, 25, 321-346.	1.7	133
111	The role of achievement strategies on literacy acquisition across languages. <i>Contemporary Educational Psychology</i> , 2011, 36, 130-141.	2.9	19
112	Revisiting the home literacy model of reading development in an orthographically consistent language. <i>Learning and Instruction</i> , 2011, 21, 496-505.	3.2	81
113	Rapid naming speed components and reading comprehension in bilingual children. <i>Journal of Research in Reading</i> , 2011, 34, 6-22.	2.0	13
114	Task-focused behaviour and literacy development: a reciprocal relationship. <i>Journal of Research in Reading</i> , 2010, 33, 302-319.	2.0	49
115	Naming Speed and Reading: From Prediction to Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 341-362.	3.3	258
116	Auditory temporal processing and dyslexia in an orthographically consistent language. <i>Cortex</i> , 2010, 46, 1330-1344.	2.4	53
117	Does task-focused versus task-avoidance behavior matter for literacy development in an orthographically consistent language?. <i>Contemporary Educational Psychology</i> , 2010, 35, 1-10.	2.9	53
118	Investigating the Double-Deficit Hypothesis in Greek. <i>Journal of Learning Disabilities</i> , 2009, 42, 528-547.	2.2	118
119	Beginning to read across languages varying in orthographic consistency: Comparing the effects of non-cognitive and cognitive predictors. <i>Learning and Instruction</i> , 2009, 19, 466-480.	3.2	62
120	RAN Components and Reading Development From Grade 3 to Grade 5: What Underlies Their Relationship?. <i>Scientific Studies of Reading</i> , 2009, 13, 508-534.	2.0	81
121	Rapid naming speed and Chinese character recognition. <i>Reading and Writing</i> , 2008, 21, 231-253.	1.7	95
122	Rapid naming speed and reading across languages that vary in orthographic consistency. <i>Reading and Writing</i> , 2008, 21, 885-903.	1.7	99
123	Spelling and Writing Self-efficacy of Indo-Canadian and Anglo-Canadian Early Adolescents. <i>Journal of International Migration and Integration</i> , 2008, 9, 311-326.	1.4	4
124	Comparing the contribution of two tests of working memory to reading in relation to phonological awareness and rapid naming speed. <i>Journal of Research in Reading</i> , 2008, 31, 302-318.	2.0	53
125	Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. <i>Scientific Studies of Reading</i> , 2008, 12, 24-50.	2.0	119
126	Rapid Naming Components and Their Relationship With Phonological Awareness, Orthographic Knowledge, Speed of Processing, and Different Reading Outcomes. <i>Scientific Studies of Reading</i> , 2008, 12, 325-350.	2.0	92

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127	Influence of Distal and Proximal Cognitive Processes on Word Reading. <i>Reading Psychology</i> , 2008, 29, 366-393.	1.4	21
128	Predictors of word decoding and reading fluency across languages varying in orthographic consistency.. <i>Journal of Educational Psychology</i> , 2008, 100, 566-580.	2.9	307
129	Correlates of Canadian native children's reading performance: From cognitive styles to cognitive processes. <i>Journal of School Psychology</i> , 2007, 45, 589-602.	2.9	37
130	University Students with a Significant History of Reading Difficulties: What Is and Is Not Compensated?. <i>Exceptionality Education International</i> , 2007, 17, .	0.3	28
131	Rapid Naming Speed Components and Early Reading Acquisition. <i>Scientific Studies of Reading</i> , 2006, 10, 199-220.	2.0	78
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.. <i>Journal of Research in Reading</i> , 2006, 29, 457-458.	2.0	1
133	Is rapid automatized naming automatic?. <i>Preschool and Primary Education</i> , 0, 1, 67.	0.2	20
134	Reading in different scripts predicts different cognitive skills: evidence from Japanese. <i>Reading and Writing</i> , 0, , 1.	1.7	2
135	Cross-lagged relations between vocabulary and word reading in multi-scripts. <i>Reading and Writing</i> , 0, , 1.	1.7	3
136	Cross-language contributions of rapid automatized naming to reading accuracy and fluency in young adults: evidence from eight languages representing different writing systems. <i>Journal of Cultural Cognitive Science</i> , 0, , 1.	1.1	2