Laura M Steacy

List of Publications by Year
in descending order

21 papers	482 citations	11 h-index	20 g-index
25 all docs	25 docs citations	25 times ranked	360 citing authors

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#	Article	IF	Citations
1	Have We Forsaken Reading Theory in the Name of "Quick Fix" Interventions for Children With Reading Disability?. Scientific Studies of Reading, 2014, 18, 55-73.	2.0	108
2	How the Science of Reading Informs 21st Century Education. Reading Research Quarterly, 2020, 55, S267-S282.	3.3	56
3	Development and Prediction of Context-Dependent Vowel Pronunciation in Elementary Readers. Scientific Studies of Reading, 2019, 23, 49-63.	2.0	41
4	Modeling Polymorphemic Word Recognition. Journal of Learning Disabilities, 2016, 49, 368-394.	2.2	36
5	Individual differences in learning the regularities between orthography, phonology and semantics predict early reading skills. Journal of Memory and Language, 2020, 114, 104145.	2.1	36
6	The Role of Statistical Learning in Word Reading and Spelling Development: More Questions Than Answers. Scientific Studies of Reading, 2019, 23, 1-7.	2.0	32
7	Exploring Differential Effects Across Two Decoding Treatments on Item-Level Transfer in Children With Significant Word Reading Difficulties: A New Approach for Testing Intervention Elements. Scientific Studies of Reading, 2016, 20, 283-295.	2.0	27
8	Classification of Double Deficit Groups Across Time: An Analysis of Group Stability From Kindergarten to Second Grade. Scientific Studies of Reading, 2014, 18, 255-273.	2.0	20
9	Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty.. Journal of Educational Psychology, 2017, 109, 51-69.	2.9	20
10	The Role of Set for Variability in Irregular Word Reading: Word and Child Predictors in Typically Developing Readers and Students At-Risk for Reading Disabilities. Scientific Studies of Reading, 2019, 23, 523-532.	2.0	17
11	Examining the role of imageability and regularity in word reading accuracy and learning efficiency among first and second graders at risk for reading disabilities. Journal of Experimental Child Psychology, 2019, 178, 226-250.	1.4	16
12	Examining Child and Word Characteristics in Vocabulary Learning of Struggling Readers. Scientific Studies of Reading, 2017, 21, 133-145.	2.0	15
13	Modeling and Visualizing the Codevelopment of Word and Nonword Reading in Children From First Through Fourth Grade: Informing Developmental Trajectories of Children With Dyslexia. Child Development, 2021, 92, e252-e269.	3.0	11
14	Past perspectives and new opportunities for the explanatory item response model. Annals of Dyslexia, 2020, 70, 160-179.	1.7	10
15	Opening the "black box" of learning to read. Studies in Written Language and Literacy, 0, , 99-122.	1.0	9
16	Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance.. Journal of Educational Psychology, 2022, 114, 1242-1256.	2.9	8
17	Sight word acquisition in first grade students at risk for reading disabilities: an item-level exploration of the number of exposures required for mastery. Annals of Dyslexia, 2020, 70, 259-274.	1.7	6
18	Modeling Complex Word Reading: Examining Influences at the Level of the Word and Child on Mono- and Polymorphemic Word Reading. Scientific Studies of Reading, 2022, 26, 527-544.	2.0	5

#	Article	IF	Citations
19	The Effect of Facilitative Versus Inhibitory Word Training Corpora on Word Reading Accuracy Growth in Children With Dyslexia. Learning Disability Quarterly, 2021, 44, 158-169.	1.3	3
20	Linking Behavioral and Computational Approaches to Better Understand Variant Vowel Pronunciations in Developing Readers. New Directions for Child and Adolescent Development, 2019, 2019, 55-71.	2.2	2
21	Capitalizing on the promise of item-level analyses to inform new understandings of word reading development. Annals of Dyslexia, 2020, 70, 153-159.	1.7	1