

# David J Francis

## List of Publications by Year in descending order

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158  
papers

13,344  
citations

20817  
60  
h-index

24258  
110  
g-index

159  
all docs

159  
docs citations

159  
times ranked

6338  
citing authors

#	ARTICLE	IF	CITATIONS
1	Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. Journal of the International Neuropsychological Society, 2009, 15, 331-343.	1.8	705
2	Kindergarten Prediction of Reading Skills: A Longitudinal Comparative Analysis.. Journal of Educational Psychology, 2004, 96, 265-282.	2.9	615
3	Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis.. Journal of Educational Psychology, 1996, 88, 3-17.	2.9	557
4	The role of instruction in learning to read: Preventing reading failure in at-risk children.. Journal of Educational Psychology, 1998, 90, 37-55.	2.9	539
5	Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions.. Journal of Educational Psychology, 1994, 86, 6-23.	2.9	484
6	Development of Phonological Awareness. Current Directions in Psychological Science, 2005, 14, 255-259.	5.3	440
7	Speed of Processing, Working Memory, and Language Impairment in Children. Journal of Speech, Language, and Hearing Research, 2007, 50, 408-428.	1.6	423
8	Persistence of Dyslexia: The Connecticut Longitudinal Study at Adolescence. Pediatrics, 1999, 104, 1351-1359.	2.1	382
9	Subtypes of reading disability: Variability around a phonological core.. Journal of Educational Psychology, 1998, 90, 347-373.	2.9	377
10	Analysis of change: Modeling individual growth.. Journal of Consulting and Clinical Psychology, 1991, 59, 27-37.	2.0	248
11	Longitudinal neuropsychological outcome in infants and preschoolers with traumatic brain injury. Journal of the International Neuropsychological Society, 1997, 3, 581-591.	1.8	238
12	Psychometric Approaches to the Identification of LD. Journal of Learning Disabilities, 2005, 38, 98-108.	2.2	232
13	Oral Language and Reading in Bilingual Children. Learning Disabilities Research and Practice, 2006, 21, 30-43.	1.1	229
14	The effects of theoretically different instruction and student characteristics on the skills of struggling readers. Reading Research Quarterly, 2005, 40, 148-182.	3.3	222
15	Relationship of Rapid Automatized Naming and Phonological Awareness in Early Reading Development. Journal of Learning Disabilities, 2002, 35, 245-256.	2.2	179
16	The dimensionality of phonological awareness: An application of item response theory.. Journal of Educational Psychology, 1999, 91, 439-449.	2.9	178
17	How letter-sound instruction mediates progress in first-grade reading and spelling.. Journal of Educational Psychology, 1991, 83, 456-469.	2.9	171
18	The Foundations of Literacy: Learning the Sounds of Letters. Child Development, 1998, 69, 1524-1540.	3.0	170

#	ARTICLE	IF	CITATIONS
19	Accommodations for English Language Learners Taking Large-Scale Assessments: A Meta-Analysis on Effectiveness and Validity. <i>Review of Educational Research</i> , 2009, 79, 1168-1201.	7.5	163
20	The Contribution of Attentional Control and Working Memory to Reading Comprehension and Decoding. <i>Scientific Studies of Reading</i> , 2014, 18, 325-346.	2.0	158
21	An Evaluation of Intensive Intervention for Students with Persistent Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 447-466.	2.2	143
22	The Validity of Discrepancy-Based Definitions of Reading Disabilities. <i>Journal of Learning Disabilities</i> , 1992, 25, 555-561.	2.2	142
23	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	3.0	139
24	Form effects on the estimation of students' oral reading fluency using DIBELS. <i>Journal of School Psychology</i> , 2008, 46, 315-342.	2.9	136
25	Measures of Reading Comprehension: A Latent Variable Analysis of the Diagnostic Assessment of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2006, 10, 301-322.	2.0	128
26	The impact of instructional practices in Grades 1 and 2 on reading and spelling achievement in high poverty schools. <i>Contemporary Educational Psychology</i> , 2006, 31, 1-29.	2.9	123
27	Spinal lesion level in spina bifida: a source of neural and cognitive heterogeneity. <i>Journal of Neurosurgery: Pediatrics</i> , 2005, 102, 268-279.	1.3	118
28	Effectiveness of an English Intervention for First-Grade English Language Learners at Risk for Reading Problems. <i>Elementary School Journal</i> , 2006, 107, 153-180.	1.4	115
29	Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up.. <i>Journal of Educational Psychology</i> , 2004, 96, 444-461.	2.9	114
30	Validation of the direct and inferential mediation (DIME) model of reading comprehension in grades 7 through 12. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 68-82.	2.9	113
31	Measures of Information Processing in Rapid Automatized Naming (RAN) and Their Relation to Reading. <i>Journal of Experimental Child Psychology</i> , 2001, 78, 359-373.	1.4	111
32	The Impact of an Instructional Intervention on the Science and Language Learning of Middle Grade English Language Learners. <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 345-376.	1.6	108
33	Evidence-Based Assessment of Learning Disabilities in Children and Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2005, 34, 506-522.	3.4	105
34	Early Interventions for Children With Reading Disabilities. <i>Scientific Studies of Reading</i> , 1997, 1, 255-276.	2.0	104
35	Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings From Two Experimental Studies. <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 297-324.	1.6	104
36	Validity of Alternative Approaches for the Identification of Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2005, 38, 545-552.	2.2	103

#	ARTICLE	IF	CITATIONS
37	Effectiveness of a Spanish Intervention and an English Intervention for English-Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2006, 43, 449-487.	2.7	100
38	Verbal and nonverbal skill discrepancies in hydrocephalic children. <i>Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology</i> , 1992, 14, 593-609.	1.1	98
39	The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students With Reading Difficulties. <i>Scientific Studies of Reading</i> , 2011, 15, 109-135.	2.0	96
40	Effectiveness of Spanish Intervention for First-Grade English Language Learners at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 56-73.	2.2	95
41	Early identification of reading difficulties using heterogeneous developmental trajectories.. <i>Journal of Educational Psychology</i> , 2008, 100, 192-208.	2.9	95
42	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	3.0	92
43	Development of Bilingual Phonological Awareness in Spanish-Speaking English Language Learners: The Roles of Vocabulary, Letter Knowledge, and Prior Phonological Awareness. <i>Scientific Studies of Reading</i> , 2009, 13, 535-564.	2.0	91
44	Assessment of Reading and Learning Disabilities A Research-Based Intervention-Oriented Approach. <i>Journal of School Psychology</i> , 2002, 40, 27-63.	2.9	89
45	Relation of phonological and orthographic processing to early reading: Comparing two approaches to regression-based, reading-level-match designs.. <i>Journal of Educational Psychology</i> , 1996, 88, 639-652.	2.9	87
46	Attentional skills and executive functions in children with early hydrocephalus. <i>Developmental Neuropsychology</i> , 1996, 12, 53-76.	1.4	85
47	Agreement among response to intervention criteria for identifying responder status. <i>Learning and Individual Differences</i> , 2008, 18, 296-307.	2.7	85
48	Phonological processing and emergent literacy in younger and older preschool children. <i>Annals of Dyslexia</i> , 2007, 57, 113-137.	1.7	84
49	Comparisons of Cutoff and Regression-Based Definitions of Reading Disabilities. <i>Journal of Learning Disabilities</i> , 1989, 22, 334-338.	2.2	82
50	A Longitudinal Study of Racial Discrimination and Risk for Death Ideation in African American Youth. <i>Suicide and Life-Threatening Behavior</i> , 2017, 47, 86-102.	1.9	82
51	Evaluation of the Technical Adequacy of Three Methods for Identifying Specific Learning Disabilities Based on Cognitive Discrepancies. <i>School Psychology Review</i> , 2012, 41, 3-22.	3.0	77
52	Bilingual Phonological Awareness: Multilevel Construct Validation Among Spanish-Speaking Kindergarteners in Transitional Bilingual Education Classrooms.. <i>Journal of Educational Psychology</i> , 2006, 98, 170-181.	2.9	75
53	Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 6-15.	1.1	74
54	Motor, visual^spatial, and somatosensory skills after closed head injury in children and adolescents: A study of change.. <i>Neuropsychology</i> , 1994, 8, 333-342.	1.3	73

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55	The relative effects of group size on reading progress of older students with reading difficulties. Reading and Writing, 2010, 23, 931-956.	1.7	69
56	Text-Processing Differences in Adolescent Adequate and Poor Comprehenders Reading Accessible and Challenging Narrative and Informational Text. Reading Research Quarterly, 2015, 50, 393-416.	3.3	69
57	Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. Reading and Writing, 2015, 28, 587-609.	1.7	69
58	Morphometric evaluation of the hydrocephalic brain: relationships with cognitive development. Child's Nervous System, 1996, 12, 192-199.	1.1	66
59	The necessity of the alphabetic principle to phonemic awareness instruction. Reading and Writing, 2003, 16, 289-324.	1.7	66
60	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. Exceptional Children, 2011, 77, 391-407.	2.2	65
61	Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders.. Journal of Educational Psychology, 2013, 105, 633-648.	2.9	65
62	Interrelationships between Reading Disability and Attention-Deficit/Hyperactivity Disorder. Child Neuropsychology, 1995, 1, 170-186.	1.3	64
63	Cognitive Correlates of Inadequate Response to Reading Intervention. School Psychology Review, 2011, 40, 3-22.	3.0	63
64	Adolescents'™ motivation for reading: group differences and relation to standardized achievement. Reading and Writing, 2014, 27, 503-533.	1.7	63
65	Response Time in 14-Year-Olds With Language Impairment. Journal of Speech, Language, and Hearing Research, 2006, 49, 712-728.	1.6	61
66	Effects of intraventricular hemorrhage and hydrocephalus on the long-term neurobehavioral development of preterm very-low-birthweight infants. Developmental Medicine and Child Neurology, 1997, 39, 596-606.	2.1	61
67	Teaching English Language Learners At Risk for Reading Disabilities to Read: Putting Research into Practice. Learning Disabilities Research and Practice, 2005, 20, 58-67.	1.1	60
68	Response to intervention with older students with reading difficulties. Learning and Individual Differences, 2008, 18, 338-345.	2.7	60
69	Meta-analysis of bilingual phonological awareness: Language, age, and psycholinguistic grain size.. Journal of Educational Psychology, 2012, 104, 932-944.	2.9	60
70	Verbal and Nonverbal Skill Discrepancies in Children with Hydrocephalus: A Five-Year Longitudinal Follow-Up. Journal of Pediatric Psychology, 1995, 20, 785-800.	2.1	58
71	Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners. Bilingual Research Journal, 2011, 34, 334-351.	1.2	58
72	Differential Outcomes Associated with Early Medical Complications in Premature Infants. Journal of Pediatric Psychology, 1984, 9, 385-401.	2.1	55

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73	Extending the Simple View of Reading to Account for Variation Within Readers and Across Texts: The Complete View of Reading (CVR <i>&lt;i&gt;i&lt;/i&gt;</i> ). Remedial and Special Education, 2018, 39, 274-288.	2.3	55
74	Object-based and action-based visual perception in children with spina bifida and hydrocephalus. Journal of the International Neuropsychological Society, 2002, 8, 95-106.	1.8	53
75	Teacher Characteristics, Classroom Instruction, and Student Literacy and Language Outcomes in Bilingual Kindergartners. Elementary School Journal, 2007, 107, 341-364.	1.4	53
76	Memory functions in children with early hydrocephalus.. Neuropsychology, 1998, 12, 578-589.	1.3	52
77	Brain Activation Profiles During the Early Stages of Reading Acquisition. Journal of Child Neurology, 2002, 17, 159-163.	1.4	52
78	Early Development of Neurophysiological Processes Involved in Normal Reading and Reading Disability: A Magnetic Source Imaging Study.. Neuropsychology, 2005, 19, 787-798.	1.3	52
79	Cognitive Correlates of Inadequate Response to Reading Intervention. School Psychology Review, 2011, 40, 3-22.	3.0	51
80	Behavioral Adjustment of Children With Hydrocephalus: Relationships With Etiology, Neurological, and Family Status. Journal of Pediatric Psychology, 1995, 20, 109-125.	2.1	50
81	Cross-informant symptoms from CBCL, TRF, and YSR: Trait and method variance in a normative sample of Russian youths.. Psychological Assessment, 2010, 22, 893-911.	1.5	50
82	IRTs of the ABCs: Children's letter name acquisition. Journal of School Psychology, 2012, 50, 461-481.	2.9	50
83	An Experimental Study of Scheduling and Duration of "Tier 2" First-Grade Reading Intervention. Journal of Research on Educational Effectiveness, 2011, 4, 208-230.	1.6	48
84	Visual attention skills of premature infants with and without intraventricular hemorrhage. , 1985, 8, 309-321.		46
85	Covert orienting to exogenous and endogenous cues in children with spina bifida. Neuropsychologia, 2005, 43, 976-987.	1.6	46
86	Assessing Reading Comprehension in Bilinguals. Elementary School Journal, 2006, 107, 221-238.	1.4	46
87	A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant.. Journal of Educational Psychology, 2008, 100, 123-134.	2.9	44
88	Evaluation of the Technical Adequacy of Three Methods for Identifying Specific Learning Disabilities Based on Cognitive Discrepancies. School Psychology Review, 2012, 41, 3-22.	3.0	44
89	The nature of Spanish versus English language use at home.. Journal of Educational Psychology, 2014, 106, 181-199.	2.9	42
90	Defining Learning and Language Disabilities. Language, Speech, and Hearing Services in Schools, 1996, 27, 132-143.	1.6	41

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91	Variability in Text Features in Six Grade 1 Basal Reading Programs. <i>Scientific Studies of Reading</i> , 2004, 8, 167-197.	2.0	40
92	Motor learning in children with spina bifida: Dissociation between performance level and acquisition rate. <i>Journal of the International Neuropsychological Society</i> , 2004, 10, 877-887.	1.8	40
93	One-Year Follow-Up Outcomes of Spanish and English Interventions for English Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2009, 46, 744-781.	2.7	40
94	Psychometric properties of family members' reports of parental physical aggression toward clinic-referred children.. <i>Journal of Consulting and Clinical Psychology</i> , 1997, 65, 309-318.	2.0	39
95	Helping ELLs Meet the Common Core State Standards for Literacy in Science: The Impact of an Instructional Intervention Focused on Academic Language. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 54-82.	1.6	39
96	Object-based and action-based visual perception in children with spina bifida and hydrocephalus. <i>Journal of the International Neuropsychological Society</i> , 2002, 8, 95-106.	1.8	38
97	Phonological processing and emergent literacy in Spanish-speaking preschool children. <i>Annals of Dyslexia</i> , 2006, 56, 239-270.	1.7	38
98	Brain Mechanisms for Reading in Children With and Without Dyslexia: A Review of Studies of Normal Development and Plasticity. <i>Developmental Neuropsychology</i> , 2003, 24, 593-612.	1.4	37
99	Exploring connections among reading, spelling, and phonemic segmentation during first grade. <i>Reading and Writing</i> , 1994, 6, 65-91.	1.7	35
100	Growth in Precursor and Reading-Related Skills: Do Low-Achieving and IQ-Discrepant Readers Develop Differently?. <i>Learning Disabilities Research and Practice</i> , 2002, 17, 19-34.	1.1	35
101	Spina Bifida: Genes, Brain, and Development. <i>International Review of Research in Mental Retardation</i> , 2004, , 63-117.	0.7	34
102	Cognitive discrepancy models for specific learning disabilities identification: Simulations of psychometric limitations.. <i>Psychological Assessment</i> , 2017, 29, 446-457.	1.5	34
103	The Impact of the Spanish-to-English Proficiency Shift on the Grammaticality of English Learners. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 1739-1754.	1.6	32
104	Space-Based Inhibition of Return in Children With Spina Bifida.. <i>Neuropsychology</i> , 2005, 19, 456-465.	1.3	30
105	The influence of properties of the test and their interactions with reader characteristics on reading comprehension: An explanatory item response study.. <i>Journal of Educational Psychology</i> , 2016, 108, 1078-1097.	2.9	30
106	Peripersonal spatial attention in children with spina bifida: Associations between horizontal and vertical line bisection and congenital malformations of the corpus callosum, midbrain, and posterior cortex. <i>Neuropsychologia</i> , 2005, 43, 2000-2010.	1.6	29
107	Distinct Subthalamic Coupling in the ON State Describes Motor Performance in Parkinson's Disease. <i>Movement Disorders</i> , 2020, 35, 91-100.	3.9	28
108	Pictures and words: Spanish and English vocabulary in classrooms.. <i>Journal of Educational Psychology</i> , 2009, 101, 897-911.	2.9	27



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109	Psychometric Properties of Maze Tasks in Middle School Students. Assessment for Effective Intervention, 2012, 37, 131-146.	0.8	26
110	Neurobehavioral outcomes in diseases of childhood: Individual change models for pediatric human immunodeficiency viruses.. American Psychologist, 1991, 46, 1267-1277.	4.2	23
111	The effects of student and text characteristics on the oral reading fluency of middle-grade students.. Journal of Educational Psychology, 2014, 106, 162-180.	2.9	23
112	Agreement and Coverage of Indicators of Response to Intervention. Topics in Language Disorders, 2014, 34, 74-89.	1.0	23
113	Predicting reading outcomes with progress monitoring slopes among middle grade students. Learning and Individual Differences, 2014, 30, 46-57.	2.7	23
114	How Important Is Teaching Phonemic Awareness to Children Learning to Read in Spanish?. American Educational Research Journal, 2014, 51, 604-633.	2.7	23
115	Discriminant validity of lateral sensorimotor tests in children. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1988, 10, 779-799.	1.1	19
116	Neuropsychological changes in children with cancer: The treatment of missing data in longitudinal studies. Neuropsychology Review, 1994, 4, 199-222.	4.9	19
117	Effective Practices for English Language Learners in the Middle Grades: Introduction to the Special Issue of <i>Journal of Research on Educational Effectiveness</i>. Journal of Research on Educational Effectiveness, 2009, 2, 289-296.	1.6	19
118	Introduction to Individual Growth Curve Analysis. Issues in Clinical Child Psychology, 2000, , 51-73.	0.2	19
119	The Poor Get Richer: Heterogeneity in the Efficacy of a School-Level Intervention for Academic Language. Journal of Research on Educational Effectiveness, 2017, 10, 767-793.	1.6	18
120	Neurobehavior in preterm neonates exposed to cocaine, alcohol, and tobacco. , 1997, 20, 297-309.		17
121	Reliability and Validity of Oral Reading Fluency Median and Mean Scores Among Middle Grade Readers When Using Equated Texts. Reading Psychology, 2012, 33, 133-161.	1.4	17
122	The moderating influence of instructional intensity and word type on the acquisition of academic vocabulary in young English language learners. Reading and Writing, 2018, 31, 965-989.	1.7	17
123	A five-factor model for motor, psychomotor, and visual-spatial tests used in the neuropsychological assessment of children. Neuropsychology, Development and Cognition Section A: Journal of Clinical and Experimental Neuropsychology, 1992, 14, 625-637.	1.1	16
124	Contextual effects on predicting risk for reading difficulties in first and second grade. Reading and Writing, 2008, 21, 371-394.	1.7	16
125	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. Journal of the International Neuropsychological Society, 2010, 16, 526-536.	1.8	15
126	Longitudinal study of the feasibility of using ecological momentary assessment to study teacher stress: Objective and self-reported measures.. Journal of Occupational Health Psychology, 2016, 21, 403-414.	3.3	15



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127	Links among segmenting, spelling, and reading words in first and second Grades. <i>Reading and Writing</i> , 1993, 5, 1-15.	1.7	14
128	Contextual effects of bilingual programs on beginning reading.. <i>Journal of Educational Psychology</i> , 2010, 102, 341-355.	2.9	14
129	Visual-Motor Integration Skills. <i>Optometry and Vision Science</i> , 2015, 92, 217-226.	1.2	12
130	Examining a motivational treatment and its impact on adolescents' reading comprehension and fluency. <i>Journal of Educational Research</i> , 2017, 110, 98-109.	1.6	12
131	Long-Term Follow-Up of Spanish and English Interventions for First-Grade English Language Learners at Risk for Reading Problems. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 179-214.	1.6	11
132	Moving Forward by Looking Back: Understanding Why Some Spanishâ€Speaking English Learners Fall Behind. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 43-77.	2.2	11
133	Reliability of brain structure morphometry in hydrocephalic children using MR images. <i>Magnetic Resonance Imaging</i> , 1996, 14, 649-655.	1.8	10
134	Speaking and Reading in Two Languages: On the Identification of Reading and Language Disabilities in Spanishâ€Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 15-41.	2.2	10
135	Early Detection of Dyslexia Risk: Development of Brief, Teacher-Administered Screens. <i>Learning Disability Quarterly</i> , 2021, 44, 145-157.	1.3	9
136	Reading Comprehension and Academic Vocabulary: Exploring Relations of Item Features and Reading Proficiency. <i>Reading Research Quarterly</i> , 2022, 57, 669-690.	3.3	9
137	Longitudinal Changes in Disability Rating Scale Scores: A Secondary Analysis Among Patients With Severe TBI Enrolled in the Epo Clinical Trial. <i>Journal of the International Neuropsychological Society</i> , 2019, 25, 293-301.	1.8	8
138	Relations between volumetric measures of brain structure and attentional function in spina bifida: Utilization of robust statistical approaches.. <i>Neuropsychology</i> , 2015, 29, 212-225.	1.3	7
139	Bilingual Phonological Awareness: Construct Validation in Grade 1 Spanishâ€Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 79-110.	2.2	7
140	Response: Misrepresentation of Research by Other Researchers. <i>Educational Researcher</i> , 2000, 29, 27-37.	5.4	6
141	The Timing of Early Reading Assessment in Kindergarten. <i>Learning Disability Quarterly</i> , 2009, 32, 217-227.	1.3	6
142	Structure Altering Effects of a Multicomponent Reading Intervention: An Application of the Direct and Inferential Mediation (DIME) Model of Reading Comprehension in Upper Elementary Grades. <i>Journal of Learning Disabilities</i> , 2022, 55, 58-78.	2.2	6
143	Cognitive Difficulties in Struggling Comprehenders and Their Relation to Reading Comprehension: A Comparison of Group Selection and Regression-Based Models. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 153-172.	1.6	4
144	IQ Achievement Discrepancy for Identification of Disabilities in Spanishâ€Speaking English Learners. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 111-143.	2.2	4

#	ARTICLE	IF	CITATIONS
145	Effects of semantic reinforcement, semantic discrimination, and affix frequency on new word learning in skilled and less skilled readers in Grades 6 to 12. <i>Journal of Experimental Child Psychology</i> , 2021, 205, 105083.	1.4	4
146	Different Approaches to Equating Oral Reading Fluency Passages. , 2016, , 223-265.		4
147	Developmental trajectories for literacy and math skills from primary to secondary school. <i>Journal of Research in Reading</i> , 2022, 45, 65-82.	2.0	3
148	APPLICATION OF TWO-LEVEL NEGATIVE EXPONENTIAL MODEL TO CHILDREN'S LEARNING CURVE IN READING. <i>Communications in Statistics Part B: Simulation and Computation</i> , 2002, 31, 279-299.	1.2	2
149	The Effect of Reading Duration on the Reliability and Validity of Middle School Students's™ ORF Performance. <i>Assessment for Effective Intervention</i> , 2014, 40, 53-64.	0.8	2
150	Developmental changes in reading do not alter the development of visual processing skills: an application of explanatory item response models in grades K-2. <i>Frontiers in Psychology</i> , 2015, 6, 116.	2.1	2
151	Identification, Classification, and Treatment of Reading and Language Disabilities in Spanish-speaking EL Students: Introduction to the Special Issue. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 7-14.	2.2	2
152	The Complex Role of Utterance Length on Grammaticality: Multivariate Multilevel Analysis of English and Spanish Utterances of First-Grade English Learners. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 238-252.	1.6	2
153	Beginning reading is strategic and by design multi-level. <i>Issues in Education</i> , 1999, 5, 65-75.	0.2	1
154	Development of Phonological Awareness. , 0, .		1
155	Characterization of English and Spanish language proficiency among middle school English learners with reading difficulties. <i>Bilingualism</i> , 0, , 1-14.	1.3	1
156	Is the treatment weak or the test insensitive: Interrogating item difficulties to elucidate the nature of reading intervention effects. <i>Learning and Individual Differences</i> , 2022, 97, 102167.	2.7	1
157	Effects of Technology Enhancements and Type of Teacher Support on Assessing Spanish-Speaking Children's™ Oral Reading Fluency in Second Grade. <i>Assessment for Effective Intervention</i> , 2011, 37, 3-16.	0.8	0
158	Explaining Variation in Findings From Efficacy and Effectiveness Studies for English Reading Interventions for English Learners. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 116-134.	1.6	0