

Karin Landerl

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9131746/publications.pdf>

Version: 2024-02-01

92
papers

7,293
citations

101496

36
h-index

58549

82
g-index

101
all docs

101
docs citations

101
times ranked

3376
citing authors

#	ARTICLE	IF	CITATIONS
1	Cognitive Precursors of Reading: A Cross-Linguistic Perspective. <i>Scientific Studies of Reading</i> , 2022, 26, 111-124.	1.3	36
2	Introduction to this Special Issue on Reading and its Development across Orthographies: State of the Science. <i>Scientific Studies of Reading</i> , 2022, 26, 91-95.	1.3	2
3	Unravelling the numerical and spatial underpinnings of computational thinking: a pre-registered replication study. <i>Computer Science Education</i> , 2022, 32, 313-334.	2.7	3
4	Transcoding counts: Longitudinal contribution of number writing to arithmetic in different languages. <i>Journal of Experimental Child Psychology</i> , 2022, 223, 105482.	0.7	1
5	Genome-wide association study reveals new insights into the heritability and genetic correlates of developmental dyslexia. <i>Molecular Psychiatry</i> , 2021, 26, 3004-3017.	4.1	56
6	Twenty-four or four-and-twenty: Language modulates cross-modal matching for multidigit numbers in children and adults. <i>Journal of Experimental Child Psychology</i> , 2021, 202, 104970.	0.7	7
7	Neural patterns of word processing differ in children with dyslexia and isolated spelling deficit. <i>Brain Structure and Function</i> , 2021, 226, 1467-1478.	1.2	4
8	Phonology-independent general orthographic knowledge. <i>Quarterly Journal of Experimental Psychology</i> , 2021, 74, 174702182110184.	0.6	1
9	Early neurocognitive development of dyscalculia. , 2021, , 359-382.		4
10	Reading-related functional activity in children with isolated spelling deficits and dyslexia. <i>Language, Cognition and Neuroscience</i> , 2021, 36, 543-561.	0.7	8
11	Common and distinct predictors of non-symbolic and symbolic ordinal number processing across the early primary school years. <i>PLoS ONE</i> , 2021, 16, e0258847.	1.1	6
12	Cross-Format Integration of Auditory Number Words and Visual-Arabic Digits: An ERP Study. <i>Frontiers in Psychology</i> , 2021, 12, 765709.	1.1	1
13	Language effects in early development of number writing and reading. <i>Journal of Numerical Cognition</i> , 2021, 7, 368-387.	0.6	10
14	Editorial: Interpreting the Comorbidity of Learning Disorders. <i>Frontiers in Human Neuroscience</i> , 2021, 15, 811101.	1.0	2
15	Reading and Spelling Development Across Languages Varying in Orthographic Consistency: Do Their Paths Cross?. <i>Child Development</i> , 2020, 91, e266-e279.	1.7	33
16	Stability of Deficits in Reading Fluency and/or Spelling. <i>Scientific Studies of Reading</i> , 2020, 24, 241-251.	1.3	12
17	Naming processes in reading and spelling disorders: An electrophysiological investigation. <i>Clinical Neurophysiology</i> , 2020, 131, 351-360.	0.7	5
18	Home Literacy Environment and Early Literacy Development Across Languages Varying in Orthographic Consistency. <i>Frontiers in Psychology</i> , 2020, 11, 1923.	1.1	32

#	ARTICLE	IF	CITATIONS
19	Two-digit number writing and arithmetic in Year 1 children: Does number word inversion matter?. <i>Cognitive Development</i> , 2020, 56, 100967.	0.7	10
20	Development of morphological priming effects in reading aloud in the biscriptal Bosnian orthography. <i>Reading and Writing</i> , 2020, 33, 2073-2095.	1.0	4
21	Symbolic Processing Mediates the Relation Between Non-symbolic Processing and Later Arithmetic Performance. <i>Frontiers in Psychology</i> , 2020, 11, 549.	1.1	6
22	Understanding comorbidity of learning disorders: task-dependent estimates of prevalence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 286-294.	3.1	39
23	Orthographic learning in children with isolated and combined reading and spelling deficits. <i>Child Neuropsychology</i> , 2019, 25, 370-393.	0.8	12
24	Behavioral Precursors of Developmental Dyslexia. , 2019, , 229-252.		3
25	Neurocognitive Perspective on Numerical Development. , 2019, , 9-24.		4
26	Genome-wide association scan identifies new variants associated with a cognitive predictor of dyslexia. <i>Translational Psychiatry</i> , 2019, 9, 77.	2.4	82
27	Phonological Awareness and Rapid Automatized Naming as Longitudinal Predictors of Reading in Five Alphabetic Orthographies with Varying Degrees of Consistency. <i>Scientific Studies of Reading</i> , 2019, 23, 220-234.	1.3	174
28	White matter alterations and tract lateralization in children with dyslexia and isolated spelling deficits. <i>Human Brain Mapping</i> , 2019, 40, 765-776.	1.9	54
29	Neurophysiological correlates of word processing deficits in isolated reading and isolated spelling disorders. <i>Clinical Neurophysiology</i> , 2018, 129, 526-540.	0.7	18
30	Lexical Reading in Dysfluent Readers of German. <i>Scientific Studies of Reading</i> , 2018, 22, 24-40.	1.3	24
31	Beyond Phonology. <i>Topics in Language Disorders</i> , 2018, 38, 272-285.	0.9	8
32	Deficient Letter-Speech Sound Integration Is Associated With Deficits in Reading but Not Spelling. <i>Frontiers in Human Neuroscience</i> , 2018, 12, 449.	1.0	3
33	Print-, sublexical and lexical processing in children with reading and/or spelling deficits: An ERP study. <i>International Journal of Psychophysiology</i> , 2018, 130, 53-62.	0.5	20
34	Reading strategies of good and poor readers of German with different spelling abilities. <i>Journal of Experimental Child Psychology</i> , 2018, 174, 150-169.	0.7	10
35	Visual attention span performance in German-speaking children with differential reading and spelling profiles: No evidence of group differences. <i>PLoS ONE</i> , 2018, 13, e0198903.	1.1	20
36	Recoding strategies of German learners of English as a foreign language. <i>Reading and Writing</i> , 2017, 30, 1215-1230.	1.0	3

#	ARTICLE	IF	CITATIONS
37	Deficits in Letter-Speech Sound Associations but Intact Visual Conflict Processing in Dyslexia: Results from a Novel ERP-Paradigm. <i>Frontiers in Human Neuroscience</i> , 2017, 11, 116.	1.0	14
38	Visuo-spatial cueing in children with differential reading and spelling profiles. <i>PLoS ONE</i> , 2017, 12, e0180358.	1.1	12
39	Eye Movements during Silent and Oral Reading in a Regular Orthography: Basic Characteristics and Correlations with Childhood Cognitive Abilities and Adolescent Reading Skills. <i>PLoS ONE</i> , 2017, 12, e0170986.	1.1	17
40	Cognitive Risk Factors for Specific Learning Disorder. <i>Journal of Learning Disabilities</i> , 2016, 49, 272-281.	1.5	143
41	Solving arithmetic problems in first and second language: Does the language context matter?. <i>Learning and Instruction</i> , 2016, 42, 72-82.	1.9	23
42	Speaking two languages with different number naming systems: What implications for magnitude judgments in bilinguals at different stages of language acquisition?. <i>Cognitive Processing</i> , 2016, 17, 225-241.	0.7	13
43	Same Same, but Different: Word and Sentence Reading in German and English. <i>Scientific Studies of Reading</i> , 2016, 20, 203-219.	1.3	19
44	Dyslexia Intervention – What Can We Learn From Neuroscience?. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2016, 224, 303-304.	0.7	2
45	The relation between language and arithmetic in bilinguals: insights from different stages of language acquisition. <i>Frontiers in Psychology</i> , 2015, 6, 265.	1.1	36
46	Effects of orthographic consistency on eye movement behavior: German and English children and adults process the same words differently. <i>Journal of Experimental Child Psychology</i> , 2015, 130, 92-105.	0.7	65
47	Phonologische Bewusstheit. <i>Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie</i> , 2015, 47, 139-146.	0.3	5
48	Magnetoencephalographic Signatures of Numerosity Discrimination in Fetuses and Neonates. <i>Developmental Neuropsychology</i> , 2014, 39, 316-329.	1.0	35
49	The Transition From Sublexical to Lexical Processing in a Consistent Orthography: An Eye-Tracking Study. <i>Scientific Studies of Reading</i> , 2014, 18, 224-233.	1.3	49
50	Genetic analysis of dyslexia candidate genes in the European cross-linguistic NeuroDys cohort. <i>European Journal of Human Genetics</i> , 2014, 22, 675-680.	1.4	59
51	Cognitive mechanisms underlying reading and spelling development in five European orthographies. <i>Learning and Instruction</i> , 2014, 29, 65-77.	1.9	293
52	An Epidemiological Survey of Specific Reading and Spelling Disabilities in Arabic Speaking Children in Egypt. <i>Literacy Studies</i> , 2014, , 99-117.	0.2	2
53	Core deficit and individual manifestations of developmental dyscalculia (DD): The role of comorbidity. <i>Trends in Neuroscience and Education</i> , 2013, 2, 38-42.	1.5	24
54	Predictors of developmental dyslexia in European orthographies with varying complexity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013, 54, 686-694.	3.1	307

#	ARTICLE	IF	CITATIONS
55	A common variant in Myosin-18B contributes to mathematical abilities in children with dyslexia and intraparietal sulcus variability in adults. <i>Translational Psychiatry</i> , 2013, 3, e229-e229.	2.4	28
56	Development of numerical processing in children with typical and dyscalculic arithmetic skills—a longitudinal study. <i>Frontiers in Psychology</i> , 2013, 4, 459.	1.1	63
57	Evidence for the involvement of ZNF804A in cognitive processes of relevance to reading and spelling. <i>Translational Psychiatry</i> , 2012, 2, e136-e136.	2.4	17
58	Subitizing and counting in typical and atypical development. <i>Developmental Science</i> , 2011, 14, 280-291.	1.3	115
59	The development of reading and spelling abilities in the first 3 years of learning Arabic. <i>Reading and Writing</i> , 2011, 24, 1043-1060.	1.0	25
60	Naming Speed and Reading: From Prediction to Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 341-362.	1.8	258
61	Anchoring the deficit of the anchor deficit: dyslexia or attention?. <i>Dyslexia</i> , 2010, 16, 175-182.	0.8	7
62	Comorbidity of learning disorders: prevalence and familial transmission. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2010, 51, 287-294.	3.1	309
63	Temporal processing, attention, and learning disorders. <i>Learning and Individual Differences</i> , 2010, 20, 393-401.	1.5	36
64	The Influences of Syllable Structure and Reading Ability on the Development of Phoneme Awareness: A Longitudinal, Cross-Linguistic Study. <i>Scientific Studies of Reading</i> , 2010, 14, 464-484.	1.3	32
65	Repeated Reading of Syllables Among Finnish-Speaking Children With Poor Reading Skills. <i>Scientific Studies of Reading</i> , 2010, 14, 317-340.	1.3	47
66	RAN Is Not a Measure of Orthographic Processing. Evidence From the Asymmetric German Orthography. <i>Scientific Studies of Reading</i> , 2009, 13, 1-25.	1.3	162
67	Basic number processing deficits in developmental dyscalculia: Evidence from eye tracking. <i>Cognitive Development</i> , 2009, 24, 371-386.	0.7	63
68	Typical and atypical development of basic numerical skills in elementary school. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 546-565.	0.7	151
69	Dyslexia and dyscalculia: Two learning disorders with different cognitive profiles. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 309-324.	0.7	321
70	Double Dissociation Between Reading and Spelling Deficits. <i>Scientific Studies of Reading</i> , 2009, 13, 359-382.	1.3	124
71	Lese-/Rechtschreibstörung. , 2009, , 395-410.		7
72	An evaluation of spelling pronunciations as a means of improving spelling of orthographic markers. <i>European Journal of Psychology of Education</i> , 2008, 23, 3-23.	1.3	6

#	ARTICLE	IF	CITATIONS
73	Training reading fluency: is it important to practice reading aloud and is generalization possible?. <i>Annals of Dyslexia</i> , 2008, 58, 59-79.	1.2	37
74	Training reading fluency among poor readers of German: many ways to the goal. <i>Annals of Dyslexia</i> , 2008, 58, 115-137.	1.2	35
75	Spelling pronunciations: Transforming irregularity into regularity. <i>Learning and Instruction</i> , 2008, 18, 295-308.	1.9	9
76	Naming speed in dyslexia and dyscalculia. <i>Learning and Individual Differences</i> , 2008, 18, 224-236.	1.5	115
77	Development of word reading fluency and spelling in a consistent orthography: An 8-year follow-up.. <i>Journal of Educational Psychology</i> , 2008, 100, 150-161.	2.1	538
78	Phonological and morphological consistency in the acquisition of vowel duration spelling in Dutch and German. <i>Journal of Experimental Child Psychology</i> , 2005, 92, 322-344.	0.7	39
79	Developmental dyscalculia and basic numerical capacities: a study of 8-9-year-old students. <i>Cognition</i> , 2004, 93, 99-125.	1.1	750
80	Training reading fluency in dysfluent readers with high reading accuracy: Word specific effects but low transfer to untrained words. <i>Annals of Dyslexia</i> , 2004, 54, 89-113.	1.2	88
81	Categorization of vowel length in German poor spellers: An orthographically relevant phonological distinction. <i>Applied Psycholinguistics</i> , 2003, 24, 523-538.	0.8	33
82	Word recognition deficits in German: more evidence from a representative sample. <i>Dyslexia</i> , 2001, 7, 183-196.	0.8	84
83	Deficits in phoneme segmentation are not the core problem of dyslexia: Evidence from German and English children. <i>Applied Psycholinguistics</i> , 2000, 21, 243-262.	0.8	171
84	Influences of orthographic consistency and reading instruction on the development of nonword reading skills. <i>European Journal of Psychology of Education</i> , 2000, 15, 239-257.	1.3	70
85	The double-deficit hypothesis and difficulties in learning to read a regular orthography.. <i>Journal of Educational Psychology</i> , 2000, 92, 668-680.	2.1	321
86	Differences in Phonological Recoding in German- and English-Speaking Children. <i>Scientific Studies of Reading</i> , 1998, 2, 31-54.	1.3	267
87	Poor Reading: A Deficit in Skill-Automatization or a Phonological Deficit?. <i>Scientific Studies of Reading</i> , 1998, 2, 321-340.	1.3	206
88	The impact of orthographic consistency on dyslexia: A German-English comparison. <i>Cognition</i> , 1997, 63, 315-334.	1.1	493
89	Intrusion of orthographic knowledge on phoneme awareness: Strong in normal readers, weak in dyslexic readers. <i>Applied Psycholinguistics</i> , 1996, 17, 1-14.	0.8	61
90	The role of rhyme awareness in learning to read a regular orthography. <i>British Journal of Developmental Psychology</i> , 1994, 12, 469-484.	0.9	71

#	ARTICLE	IF	CITATIONS
91	The relationship of phonemic awareness to reading acquisition: More consequence than precondition but still important. <i>Cognition</i> , 1991, 40, 219-249.	1.1	210
92	Learning to Read German. , 0, , 299-322.		3